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ABSTRACT

These conference papers deal with many topics of current interest to community college educators in the United States and Canada. Subjects discussed include: staff development as institutional change; adult education; personhood development in the community college; community-based education priorities and alternative futures; community college development in Saskatchewan; future shapes of governance in community colleges; humanistic education; internal and external public relations in educational institutions; the experiment in participatory democracy at Dawson College, Montreal; and Project ARISTOTLE, a research project to design and implement a computerized data information system for management of training centers. Contributors include: George M. Delgrosso, Terry O'Banion, Alan Thomas, John Roueche, Gunder A. Myran, Lewis Riederer, Richard Richardson, Jr., Jeffrey M. Elliot, Charlie K. Field, Gertrude MacFarlane, and W. E. Sinnett and A. E. Jiminez. A list of Institute delegates is appended. (JDS)

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PROCEEDINGS

SIXTH ANNUAL

INTERNATIONAL INSTITUTE

ON THE COMMUNITY COLLEGE

JUNE 9 - 12, 1975

LAMBTON COLLEGE

SARNIA, ONTARIO, CANADA

COLLEGE PERSPECTIVE '75: NEW THRUSTS - NEW MUSTS

CO-SPONSORED BY:

LAMBTON COLLEGE OF APPLIED ARTS AND TECHNOLOGY

AND

ST. CLAIR COUNTY COMMUNITY COLLEGE

PORT HURON, MICHIGAN

ASSOCIATION OF CANADIAN

COMMUNITY COLLEGES

IN CO-OPERATION WITH:

AMERICAN ASSOCIATION OF

COMMUNITY AND JUNIOR COLLEGES

EDITED BY: G. M. DELGROSSO, G. B. ALLAN

INTRODUCTION

G. M. Delgrosso - President, Lambton College, Sarnia

We are pleased to present a selection from the papers given at the 1975 International Institute on the Community College. This, the Sixth Institute, had as its theme "New Thrusts - New Musts". Within this purview, the papers that follow focus on a range of topics including staff development, adult education, student development, the college role in the community, innovative delivery systems, governance, and humanism in education.

Space does not allow us to include all the material presented by an outstanding roster of resource people. However, the sampling contained in these Proceedings confirms the fact that again the Institute met its goals as stated below.

The Institute exists to provide a means for study of the community college movement in all its international diversity. Participants each year have the opportunity to:

- clarify personal and institutional goals through discussion and debate on both current issues and basic philosophy
- increase their abilities to perform with greater skill and insight in their college roles
- heighten their perception of the community college as a new force and movement in education
- learn of important current developments in teaching, student services, staff development, academic administration, educational technology and governance in community colleges
- share ideas, experiences and information with colleagues from many different colleges
- benefit from the experience and knowledge offered by outstanding educational practitioners invited to the Institute as consultants.

For the last six years, the Institute has provided to an extraordinary group of people an opportunity for association and discussion focussed on their shared belief in the concept of the community college. We are grateful for the support, encouragement and advice we have received. We look forward to fulfilling our continuing commitment to provide an international forum for analysis and study of the community college.

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STAFF DEVELOPMENT AS INSTITUTIONAL CHANGE

Dr. Terry O'Banion

Professor of Higher Education
University of Illinois
Urbana, Illinois

Currently Professor of Higher Education at the University of Illinois, Urbana, Professor O'Banion has served as a Visiting Professor at Berkeley, University of Hawaii and Florida State University. He has been a national project director for AACJC and dean of Students at two Florida Community Colleges.

His publications include five books including The Shared Journey: An Instroduction to Encounter, Student Development Programs in Community Colleges, Teachers for Tomorrow: Staff Development Programs in Community Colleges and 40 articles. He has consulted in over 100 community colleges in 30 states and in Alberta, Quebec and Ontario. Teachers for Tomorrow was selected as one of the Outstanding Books in education for 1973; Professor O'Banion has been selected as an Outstanding Teacher at the University of Illinois for the past seven years.

STAFF DEVELOPMENT AS INSTITUTIONAL CHANGE

Terry O'Banion
University of Illinois

In the 1960's "change" "innovation" "development" were the acoustical badges of community colleges. (Sydney Jourard describes the acoustical badge as an item or an idea an individual or institution wears to broadcast identity.) In the 60's community colleges were stretching their facilities to accommodate new students who came in masses and stretching traditional approaches to education in attempts to respond to the needs of those masses. "Change", "innovation", "development" - - these were the demands - funds were available - accountability was an idea whose time had not yet come. And change, innovate, develop we did - not in all community colleges, perhaps not even in most - but the pulse and heartbeat of the community college movement all across North America made us feel as if we were involved in change, innovation, and development.

The new change that came about did so in old ways. New faculty were hired in great numbers (In the U. S. the number of faculty increased by 327% between 1960 and 1970.) as a way of adding new blood and new ideas. We assumed these "new" faculty would keep us relevant, up to date; they would bring the new approaches needed for the new students. We questioned then, but had no time to check it out, what we now know for sure: these were not new faculty with new ideas. They were young faculty from old universities, or they were upwardly mobile high school teachers who wanted to teach in "college", or they were tired of or disillusioned with business or industry; given the situation they did an excellent job.

New facilities were constructed as a way of bringing about change. We competed for the time of the famous architects - Kump; Caudill, Rowlett, and Scott; Perkins and Will - to design spaces that would encourage learning. We created "nurture nooks," a home away from home atmosphere. We built electronic conduits to each teaching/learning space. We built house plans, cluster units, crossroads communities.

New programs were developed to bring about change. We organized learning laboratories, development centers, preparedness programs, threshhold centers. We initiated Black Studies Programs, Women's Centers, Adult Counseling Centers. We hired Vice Presidents in Charge of Heresy, Human Development Facilitators and Animateurs. We launched cooperative education programs, individual study

programs; in a few cases several colleges attempted serious redesigns of general education.

New equipment was purchased and new approaches were practiced to bring about change. Everyone needed more software and hardware. Computers were installed in the spaces that had been designed for drop-in health centers. Behavioral objectives promised an end to ignorance, and encounter groups promised an end to unhappiness. All education was to become "individualized," "self-paced,""humanized."

In the frustration to deal with and bring about change, more dramatic approaches were sometimes followed: presidents were fired, students were placed on all committees, high-powered consultants were brought in to blitz the faculty. And when all else failed to bring about change, a committee was formed to make a study.

And what was happening with the faculty, the administrators, and the support staff during this yeasty time of change, innovation, development? They were taking "in-service training" - one of the most despicable and boring activities in all of education. All of the energy, creativity, and funds went into salaries, facilities, programs, and machinery. Forgotten were those maxims worn smooth through experience:

A college is as good as its faculty.

The college is the length and shadow of its leadership.

Education occurs when there is a meeting between persons.

Priorities were on numbers - of increasing numbers of students, increasing numbers of facilities, increasing numbers of programs. For the most important part of the institution - the staff - "in-service training" was available: a two-day orientation session dominated by the business manager and the registrar and their need to supply information; a consultant came to speak about the open-door philosophy; a copy of the Junior College Journal was placed in the faculty lounge. One faculty member, in response to an evaluation that asked the most important outcome of participation in the two-day fall orientation session, reported "I finished knitting a left sock."

In the great growth period of the 60's perhaps there was no other choice than to respond as best we could to the growth - a growth that is still occurring in some Canadian provinces. Recently, however, there is a growing recognition that priorities need to be realigned. There is in community colleges everywhere an emerging priority on persons, on the needs of the people who staff the people's college. This priority was strongly underscored by the 1975 2nd National

AACJC Assembly on Staff Development:

> The staff of a college is its single greatest resource. In economic terms, the staff is the college's most significant and largest capital investment. In these terms alone, we affirm that it is only good sense that the investment should be helped to appreciate in value and not be allowed to wear itself out or slide into obsolescence by inattention or neglect.
>
> But in a more crucial sense, a college's staff is the expression of its purposes, the collective manager of its missions. As the college's purposes change and adapt to the social needs of its community, its staff deserves - must have - opportunities to adapt and change, too.
>
> The Assembly recognizes the accelerated and even headlong rush of change in our society. We recognize that community and junior colleges, perhaps more than any other segment of the educational community, are obliged to respond to the iron imperatives of a period in which our whole society must learn to manage change and increasing scarcity with imagination, ingenuity, and - we hope - with some modicum of grace. Such management of change in our colleges must begin with our staffs, who, by their skill and their example, may help our students learn what is needful for them.
>
> This Assembly urges in the most vigorous terms that community and junior colleges accept staff development as a first-rank priority and give to it the same total institutional commitment that is accorded to its other programs and curriculums.

Every community college in Canada and the U. S. offers staff development activities; few have staff development programs in the sense of an organized, purposeful, supported attempt to provide for the professional and personal growth of all staff. Exceptions are Quebec, Ontario, and Florida that have fairly well developed programs. Most colleges, while they offer some activities have little idea of the range of their staff development activities. One Midwest college was spending $100,000 a year on staff development activities without realizing the elements of an outstanding program were present. The first step in planning a program of staff development is to assess current activities and expenditures; in many cases a college may already have an adequate budget for staff development, and the program may only need coordination and direction.

The second step in planning a staff development program is to determine how staff development fits into the institution and to determine the purposes it is to meet. There is a growing literature on purposes and programs of staff development that discusses the obvious purposes of staff development such as assisting faculty to keep up with their disciplines and to learn about new educational technology and concepts. Perhaps more importantly, however, staff development can be conceptualized as a major catalyst for institutional change. The following constructs and examples describe and support this notion that may have valuable implications for community college development.

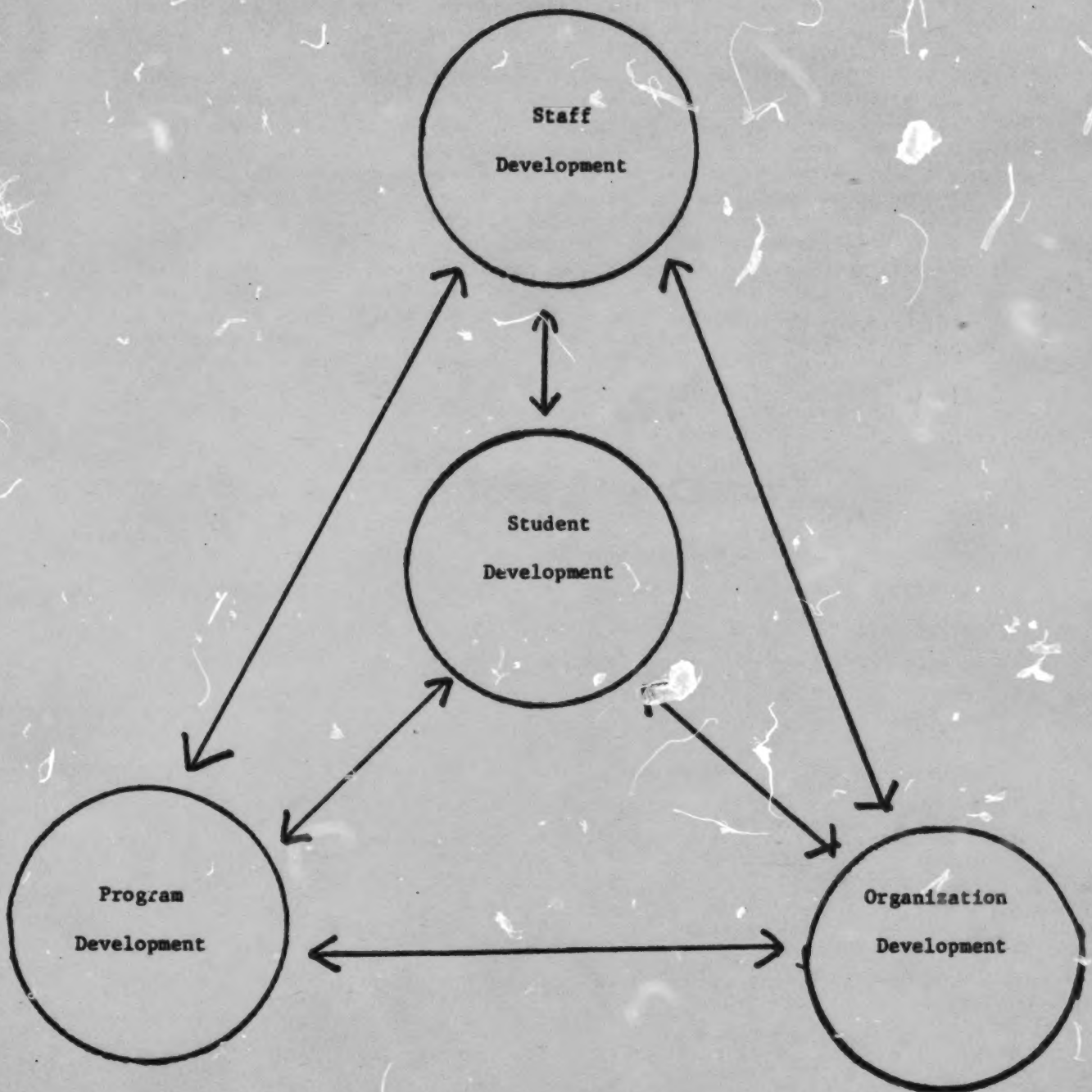
Staff
Development
Student
Development
Program
Development
Organization
Development

Figure 1

In this construct, proposed by David Cox of Broward Community College in Florida, student development is, of course, posited as the major purpose of all activities in education. We are in the profession of facilitating the maximum development of students in all the ways they can grow; student development, therefore, is our central concern and is represented by the central circle.

Program development includes curriculum and instruction, the body of knowledge and experiences offered and the way they are offered. Organization development is the way we manage our relationships and structure our decision-making processes with each other so that our programs can be offered to students. The missing component in education has been staff development or how we develop ourselves so that we manage better and offer better programs so that students will develop more adequately.

This is a dynamic construct in that change in one area affects change in other areas. A new program constructed on behavioral objectives will mean considerable staff development to help staff learn how to write and use behavioral objectives. New organizational structures may be needed in terms of a learning resource center or instructional development center to provide for materials and assistance in developing behavioral objectives. Or students may achieve membership on all college committees which will make for some changes in the organizational relationships of the college. Programs may need to be organized in the student activities sector to give students leadership training; staff may need to meet in interaction labs with students to become sensitized to students as decision makers and colleagues. There is an interaction effect, then, any time change occurs in the institution.

The following construct focuses on staff development as a primary source of change. The same construct could be drawn for each of the other components.

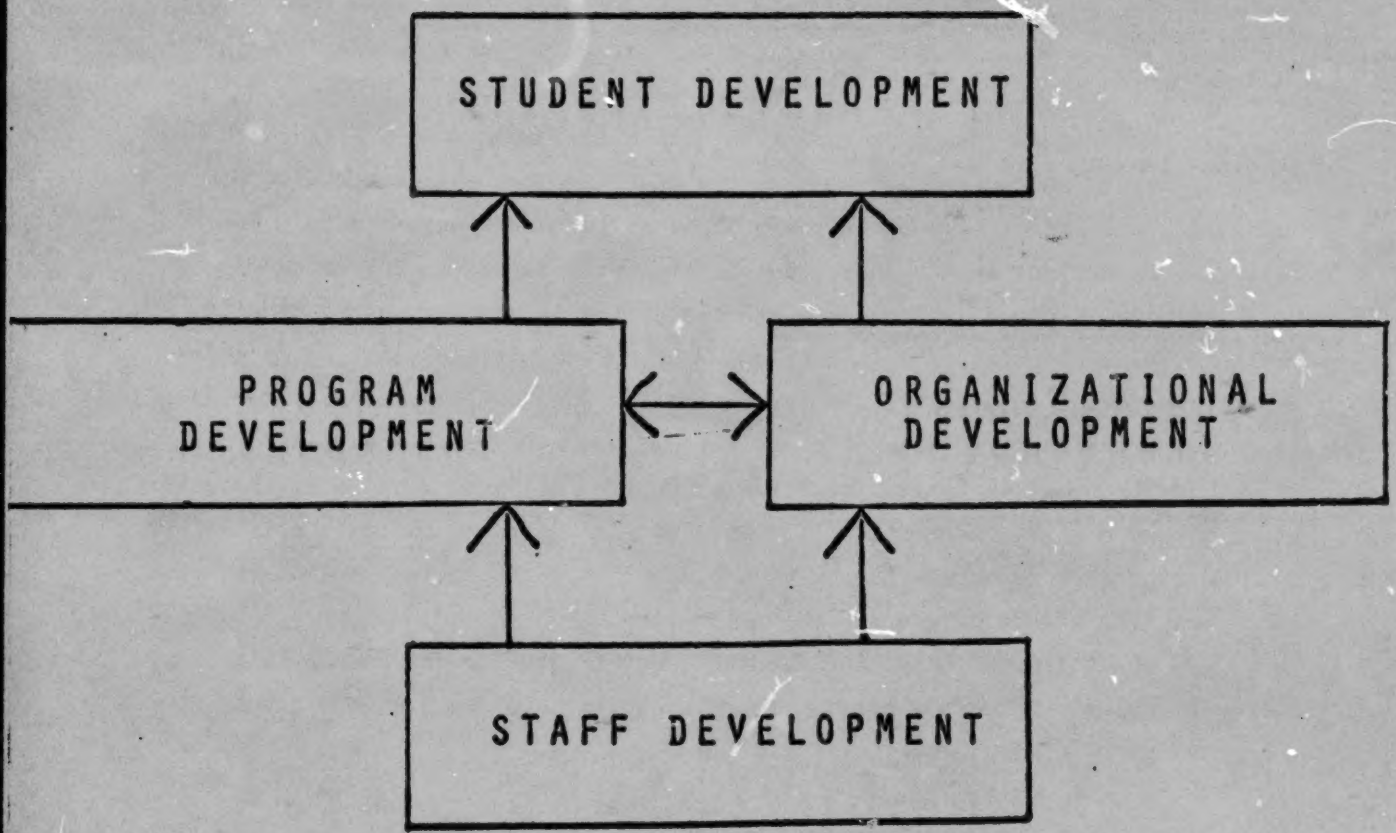
STUDENT DEVELOPMENT
PROGRAM DEVELOPMENT
ORGANIZATIONAL DEVELOPMENT
STAFF DEVELOPMENT

Figure 2

Several examples will serve to describe the major thesis of this construct: Improved Staff Development leads to improved Program Development and Organization Development which lead to improved Student Development. This is only an unexamined thesis, however, and at the present level of knowledge and experience in staff development we can not be sure this thesis is true; indeed it is even difficult to find examples which support the thesis. The idea, however, appears sound; the possibility is much to be hoped for; the thesis is shared to stimulate discussion and encourage experimentation and research.

Case Study I: Broward Community College, North Campus - Ft. Lauderdale, Florida

In February 1974 the entire staff (instructors, counselors, and administrators) spent a Friday and Saturday together exploring the concept of a staff as a "caring community." Friday afternoon a consultant presented the concept of the "caring community" and encouraged staff to explore their own personal needs and how they could be met when other staff members were committed to caring for each other. Friday evening and all day Saturday, members of the student development staff facilitated small group interactions for the staff, and there was large group exploration of the implications buttressed by opportunities for social interation in the late evening and meal time.

A year later the Director of Staff Development writes the following account of the impact of that week-end.

I feel that week-end and the "caring community" notion has had a major and lasting impact on the total North Campus. Many more people than myself keep talking about caring community renewal, maintenance, and enhancemant at the Campus level. It has become a theme and a source for identity for the North Campus. Our theme is "The North Campus is a caring community." In our activities now we include maintenance and non-instructional staff. Serious efforts are made to integrate the campus community as human beings and to get rid of "student", "teacher" and other role labels. I can't prove it, but I believe for many instructors the caring community concept has carried over into the classroom as a rewarding climate in which to learn about subject matter and people. I know the academic administrative staff members (department heads and division chairpersons) have been discussing caring community

renewal and saying we are not as caring as we were a year ago.

I have used the caring community theme with the total student development staff on the North Campus and with anybody else whenever I get a chance. We are working on a peer counseling program to emphasize Friendship Groups (how to be an effective friend) and Friendship Centers on campus. The friendship focus is an outgrowth of the caring community idea.

The caring community idea also had an enormous impact on our approach to orientation this fall, and our plans for this coming year. "Caring Community" tells the staff, faculty, and students in two words what orientation is and why it is. Orientation became less of a program and more of an attitude (from "Ask Me" buttons to faculty-student interaction in small groups). Heretofore, orientation was something the student development staff did to students while the faculty had their own pre-session meetings.

As a further outcome an English instructor and an instructor from behavioral sciences are planning retreats this fall to work on their departmental problems and to do some goal setting, but also to work on fostering departmental caring communities. Two counselors and I have been invited to design and facilitate the retreats.

No hard evidence but there is no doubt in my mind that the February 1974 weekend is having an impact on the development of students in and out of the classroom. The "caring community" has given the campus a clear idea of what the Campus stands for, a mission, and an identity.

In this report from Broward Community College, a single two-day retreat experience coalesced the need for a campus identity and helped create a campus climate. Furthermore, programs in orientation, student development, and possibly classroom instruction felt the influence. Relationships in departments and at the Campus level may also have been influenced by the "caring community" staff development retreat. While there is no "hard" evidence of improved student development in this one example, many educators would make the value judgment that student development would improve as a result of the changes.

Case Study 2: College of the Mainland - Texas City, Texas

At the College of the Mainland the Division of Business plans carefully for the growth and development of its instructors, affording staff members the possibility of realizing each individual's most important ego needs, including those for learning, autonomy, leadership and self-fulfillment. The process or system for implementation of the Division's plan is based on cooperation and mutual support. Staff development takes many forms in the Division - structured workshops in team building, personal assessment; the managerial grid (Theory X and Theory Y), transactional analysis, consensus reaching, and encouter groups; delegation of authority to the lowest level of effectiveness; an ad hocracy form of governance (instructors call and lead divisional meetings); management by objectives; task force problem-solving techniques; travel to other innovative colleges and to professional meetings; enrollment in graduate courses and programs; focus on each instructor's career plan, achievements, responsibility, motivation; participative style of management; self-evaluation four times a year; and media seminars.

For this micro organization, instructors' behavioral changes were brought about, in part, by the staff development described above. The chairperson of the Division cites the following outcomes as evidence of the thesis: Improved Staff Development tends to improve Program Development and Organizational Development which lead to improved Student Development.

(1) More instructors resolved educational problems affecting their students either through organizing task force groups or volunteering their services in other on-campus committees; e.g., inter-divisional meetings were held with Humanities, Industrial Education, Nursing, and Human Development and Counseling.

(2) The chairperson designed a system of management that better defined each instructor's professional plan. Instructors in turn assumed more responsibility for implementing their plan and at the end of the year were able to produce evidence of results. Compared with previous years' efforts to evaluate instructors' accomplishments, this year's program led to a better working relationship; more open, honest communications; more informal problem-solving sessions; and increased interest in interdisciplinary activities.

(3) Instructors were less threatened by student reaction papers (course evaluations) as evidenced by more faculty bringing all evaluations to the chairperson's office for discussion prior to due date.

(4) Increased interest by instructors in formulating divisional goals for the next year was noticed.

(5) More action-oriented research activity prevailed with increased effort to publish findings and increased interest in sharing these findings with other colleges.

(6) As compared to other divisions, this Division had more respondents seeking course validation from other college instructors through an on-campus project designed to critique their course goals, objectives implementation and evaluative techniques. In turn, these Division instructors were obliged to evaluate five similar courses from the other colleges!

(7) Leadership traits emerged from instructors who previously had chosen a passive role; i.e. two instructors insisted on organizing a youth group in the middle of the year. The rapid growth and instant success of their efforts was astounding, since past attempts by others had been futile.

(8) Program leaders for each major area of instruction - Accounting, Management, Data Processing, Secretarial - in the Division met and proposed that utilization of community advisory committees be reassessed proposing that more meetings be held, more projects be implemented, 3-5 year plans be discussed, and more direct involvement with instruction be sponsored.

(9) More instructors devised upper-level objectives in the cognitive domain; search for measurable objectives in the affective domain.

(10) New approaches that emerged in course construction and that afforded the student experience in placing the locus of control with internal, as opposed to external, factors were contracting for grades, writing individual objectives with andfor each student, formulating optional objectives.

(11) More intradivisional activities involving triads or dyads of instructors working together in groups never before formed to resolve instructional problems and to create new units of instruction were organized by the instructors; i.e., a word processing plan for secretarial and management students or a computer game devised by and for accounting and data processing students.

(12) The emergence of a cooperative education plan of instruction designed by students with the instructor/coordinator serving as a procedural technician, a co-inquirer, a resource person, and a catalyst for learning experiences.

(13) More instructors invited the chairperson to visit class sessions on a drop-in basis - several provided projected plans for unit presentation or student activities of special interest.

(14) The instructors' increased willingness to visit neighboring senior institutions in defense of our approach to teaching and learning with resulting validation of the transferability of courses once treated as non-transferable suggested again the emergency of a more self-directed, self-controlled individual.

(15) More attempts to reach out to the community for resources (both human and material) were made for the enrichment of instruction.

(16) Instructors who were not assigned sponsorship of university teaching interns made positive efforts to become involved in the nurturing and teaching of these interns.

The chairperson of the Division concludes, "The behavior of instructors may be only reflections or emulations of the behavior of their chairperson and/or administrators; or the behavior of the instructors - their commitment to student development - may be a behavior that is made possible through organizational philosophy, assumptions, policy, and structure. Staff development does lead to improved program and organizational development."

Case Study 3: Jamestown Community College - Jamestown, New York

Jamestown Community College provides an excellent example of institutional change brought about by staff development. An intriguing account of the Jamestown experience is detailed in Alfred Alschuler's Psychological Education: Research in Motivating Adolescents.

In 1970 twenty-four of sixty-five faculty members along with three students participated in a five day workshop on Achievement Motivation with consultants from the Center for Humanistic Education, SUNY at Albany. The major purpose of the workshop was to introduce faculty members to theories and techniques of achievement motivation so they could begin to make these experiences available to students. The workshop had considerable institutional impact including the following outcomes that became evident in follow-up interviews 18 months following the workshop:

1. In the three semesters since the workshop 207 of the 1350 day students have taken a five day achievement motivation course, approved by the faculty for three credits.

2. Five faculty members from Jamestown have conducted four achievement motivation workshops for 122 faculty and students in other colleges.

3. There have been 115 additional participations (one person in one workshop is one "participation") by a majority of the 65 faculty members in nine other workshops sponsored by the Program in Humanistic Education on such topics as "public knowledge and private concerns", "Growth oriented groups", "Value Clarification", "Synectics", and "advanced training in Psychological Education." This does not include a number of in-house seminars and mini-workshops for Jamestown faculty conducted by members who wanted to share and spread what they learned from the outside workshops.

4. The faculty senate adopted a "no flunk out" policy in which students who were dropped for academic reasons could return to school if they took an Achievement Motivation course.

5. The faculty voted to open up the curriculum by dropping an elaborate system of prerequisites for graduation. Now students are encouraged to choose the courses they wish to take, keeping requirements of transfer institutions in mind.

6. All faculty committees have been opened to full student membership.

7. During the 18 months prior to the workshop no grants had been made to the college. During the 18 months following the workshop faculty members obtained $177,000 in special grants for projects ranging from an "Institutional Grant for Science," "Multi-media learning center for career students," "Law enforcement education program," "Education Opportunity Program", to "Increased Awareness of New Technologies in Medically Oriented Careers."

8. A group of the faculty planned and designed a new Developmental Studies Program based on achievement motivation.

9. Three of the workshop participants created a multi-media, experience-based English course. Four teachers synthesized what they learned in several advanced workshops and presented to the faculty their own "Process Teaching Workshop." The Dean's staff organized a special small group experience and discussion orientation program for new students.

10. Nineteen of the 21 teachers interviewed 18 months after the workshop had tried out in their classes two or more procedures learned in the workshop.

Alschuler discusses in some detail other outcomes and their impact on the institution. He points out, however, that it is incorrect to assume that these outcomes emerged only as a result of the workshop. It is his thesis that the workshop triggered the forces of change that already existed in the institution - forces that exist perhaps in every institution. Several key people on the faculty wanted change prior to the workshop, and they played important roles in organizing the workshop and in following up on actualizing the workshop experience.

Change is seldom accomplished with total, positive support, and in this case there was a considerable negative backlash from the faculty who had not attended the workshop. Two years after the workshop, the workshop participants and the non-participants were still clearly visible on the campus and often confronted each other,

though in less hostile ways than immediately following the workshop. Negative reactions are always evident when significant change occurs; hopefully the positive change that occurs is worth the negative reactions.

In the more detailed discussion of the Jamestown experience it is quite clear that the staff development workshop coalesced the forces of change on the campus that resulted in considerable experimentation in programs, organization, and personal relationships. Again, improved student development is not directly observed, but only the most calloused educator would doubt that it did occur.

The central thesis of this paper has been that Improved Staff Development leades to improved Program Development and Organization Development which lead to improved Student Development. The examples cited confirm that even a single staff development experience can have potent impact on a campus and its staff resulting in new programs, new approaches to teaching, new organizational structures, greater participation in decision-making and program development by faculty and students, and a nurturing environment in which human relationships are more open and supportive. What would be the outcomes of a well-planned, richly diverse, year-around, highly potent staff development program? Staff development may be the best opportunity we will ever have for significant institutional change, the kind of change that will help the community college become the kind of place we dream of and indeed the kind of place the citizens of North America rightly deserve.

June 1975

ADULT EDUCATION: WHO, WHAT, WHERE AND WHY

Dr. Alan Thomas

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Ontario Institute for Studies in Education
Toronto, Ontario

Dr. Alan Thomas is currently Chairman, Department of Adult Education at the Ontario Institute for Studies in Education, Toronto and President of the Canadian Association for Adult Education.

Dr. Thomas, a native of Toronto, received his B.A. (Philosophy and English) from the University of Toronto and his M.A. and Ph.D. from Columbia University.

He has held teaching posts at Columbia, University of Ottawa and University of British Columbia, where he inaugurated the first full-time M.A. program in adult education in Canada. Dr. Thomas served as Executive Director of the Canadian Association for Adult Education from 1962 to 1970 and spend a year as Executive Assistant to Robert Stanbury, Federal Minister responsible for Information Canada and Citizenship prior to Joining OISE.

Dr. Thomas is Chairman, Council on Voluntarism, Secretary of State, Government of Canada, Consultant to the Organization for Economic Cooperation and Development, Paris, and from 1967 to 1970 was a member of the Executive of the Canadian Commission for the Community College, the forerunner of the Association of Canadian Community Colleges.

Dr. Alan Thomas
Chairman
Department of Adult Education
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ADULT EDUCATION: WHO, WHAT, WHERE AND WHY

Brothers and Sisters, just a couple of introductory remarks since I have had the privilege of being here since yesterday afternoon. One is that I was interested in President Delgrosso's comments last night that, while there were the usual speakers, the real stuff was going to happen in the workshops. I began to brood a little about what it was that speakers did under those circumstances and it seemed to me that you really had two alternatives. One is to entertain you in the sense that Mr. Sinclair entertained us last night, which means that he presented for us to entertain some exciting and interesting ideas about the nature of reality in learning. The other is to shift to the clerical role and provide a sermon. Canadians and maybe Americans from community colleges have an infinite capacity for being reminded of their sins, and for being told that they are going to hell, in more or less degrees of speed. Everyone feels better after it is over and can get back to doing what they were doing. I do suspect that my contribution is somewhat ecclesiastical, my temperament being Calvinistic in base and nature, and since it would only dismay you I think and run against your own character to be told what a wonderful job you are doing and what an overwhelming and conclusive success that all community colleges everywhere are. So, my remarks will have to fall somewhere between these two alternatives - in essence what I have in mind is a try at some consciousness raising.

I was very impressed with both the paper and the workshop this morning on staff development, because it was suggested that there is a job of consciousness raising to be done amongst us, and that that is a very large part of staff development, however it may express itself in terms of the acquiring of skills or techniques for specific kinds of information. It seemed to me that what was being said this morning was reflecting a lesson that I took out of the turbulent years, the last half of the decade of the sixties. It seems to me that the most significant thing to be learned from it was that students were saying (whatever else they were saying or doing) that they were not prepared to trust their learning, the most precious thing that they and we possess, to the hands of people that they did not perceive to be learning. If their instructors and administrators were not learning, then how could they possibly encourage learning among the students? However one may feel about that, it is a position that I find difficult to forget, and one that I suspect is fundamentally true and fundamentally the reason and justification for institutes of this kind.

I have tried for several years to attend the Institute. The problem is that annual meetings carpet Canada from coast to coast like Spring flowers - and I assure you that that is the only comparison they have to Spring flowers - and tend to make the last part of April, May and June an exercise in changing airplanes and getting from one end of Victoria to one end of Bona Vista. So it has been difficult to manage it and I am grateful to President Delgrosso and George Allan for having kept the welcome mat open as long as they have.

My topic, as you can see, relates to adult education. Entitled, "Who, What, Where and Why", it obviously needs to be stated in the context of the general Institute theme pertaining to community colleges in the future. I am prepared to try and deal with the future, although that is becoming a specialty and one really needs a certificate for speaking about the future these days. I am reminded of an ad that appeared in a paper somewhere recently which read "Young man of dependable character, reasonable education, would like to find a position with a little less future and a little more present." Vision fixed on the future is perhaps an occupational hazard for educators, since learning is by definition a future oriented activity, but such a stance sometimes both misleads and betrays. Other people, giving slightly more firm consideration to the present, are often in a better position to determine what the future in fact will be. So, for a few minutes, I would like to consider the present and engage in what can be only one man's estimate of what is important or significant about it. Obviously, one can never escape the toils of time, so I will be skating backwards and forwards between all three of past, present and future.

Robert Merton, the very good if not great American sociologist, was once addressing an assembly of public school administrators in the United States. It was a time in the late fifties when it had become a relatively general trend to appoint football coaches or athletic directors to the position of Superintendent of Education. Sometimes teams lose, and if you need a new team and a new football director, what else do you do with the old one but make him Superintendent. Merton, looking over this crowd, remarked that if a stranger was to enter the room and observe who it was that American school boards were hiring, he might conclude that they were buying them by the yard and by the pound. The group was obviously over the average height and over the average weight of the population.

In the same way, what about the present as represented by the group in this room? In looking at this group, one is struck by a number of things. One is by its relative youth. I am not very good at statistical guesses, but my guess is that the median age is somewhere in the thirties. It is a highly male group, which is interesting given circumstances both reflecting the ratio and kinds of students in our institutions and the general attitude to the liberation of women in both our societies. Other than that, I don't know very much about you, except that I know community college personnel have generally existed, as a group, for a longer period of time in the United States than in Canada.

I am, by circumstance, reflecting largely on my knowledge and view of the situation in Canada at the moment and with more specific reference to Ontario. Still, we know very little about the group of people that have emerged in ten short years to occupy positions like those held by you in the room here, and by the thousands and thousands of others that are not here. As an adult educator, I have some real concern for how the personnel of community colleges are going to behave in the next decade.

I should, I think, in speculating about your circumstance and your backgrounds and your hopes, perhaps reveal some of mine, and I should, I think, without wanting to bore you unduly, supply you with at least one definition. One of the characteristics of a rapidly growing field under any circumstance is a proliferation, in fact a luxuriance, of vocabulary. At the moment in adult education we have an enormous range of terms, catchphrases, words which we tend to use interchangeably and sloppily, without very much discipline. With respect to adult education, which may in fact, be a term that is passing out of existence, let me simply indicate how I am using it in these circumstances. There is tremendous confusion in both our countries about just when one becomes an adult. I happen to have several teenagers around me at the moment, and I am more than aware of the curious anomalies they face with respect to the messages they get from the society around them about who they are, how responsible they are and what they can be trusted with. Driver's license at sixteen, the vote and the right to enter bars (which is far more important to them) at eighteen, and a variety of other things that stretch from fourteen to twenty. I am not sure that a gradual emergence is a particularly bad thing, but I think it is largely an irrational one at the moment.

Those of us who have worked in adult education tend to use the term adult to describe first of all those people who are past the grip of compulsory attendance at school. More and more, we are including more of that group. Historically, we have not bothered much with those people who went on to university, since we thought they were being very well looked after anyway, and perhaps we have withdrawn from a group that we used to be more concerned about, but now have community colleges at their disposal, and this is part of the area of questioning that is in my mind at the present moment. Essentially, adult education means educational activities or opportunities for all of those people who are outside the period of formal schooling.

Secondly, we tend presently to distinguish between the words 'education' and 'learning'. Perhaps you do as well, although I find with myself, and with other people, a distressing tendency to slip from one to the other. Learning is what individuals do. It is a highly individual activity. Education is what a society does in response to the fact that individuals learn and in response to the fact that any society for its own reason wants to shape, direct, and to a degree control that learning. It is around those wishes to direct, shape and encourage that most of the critical issues that I see are emerging. I may tend to distinguish between

public and private learning. Private is not private in the commercial sense, or private in the private school sense; private learning is that learning which individuals pursue without particular assistance from institutions, particularly teaching institutions, although they may use them from time to time. One of my colleagues at the Ontario Institute, Allan Tough, has devoted most of the last ten or fifteen years of his life to examining not only the immense breadth and extent of individual learners in our society, but the way in which they go about that learning. Some of you are familiar with that literature and many of the institutions represented in the room have attempted to cope with it or acknowledge it in recent years.

I should also point out that the kinds of questions I want to ask you arise from my own experience. I fell into adult education unsuspectingly, just a little over twenty years ago. Although I had had as good a secondary school and university education as Canada afforded at that time, I had never heard of adult education and never thought much about it. Neither had my parents, and after I returned from graduate school in the United States in education, as there were no graduate schools in education in Canada at that time, I looked around for something to do and ran into a man whose name will be familiar to most of you - Roby Kidd. Roby was then Executive Director of the Canadian Association for Adult Education and I joined him over lunch one day and with some interruption, like teaching at the University of British Columbia, spent fifteen, sixteen years in the service of the Association. Just to remind you of the historical context in which colleges and all of us exist, I spent a great part of the first ten years, that is a great part of the decade of the fifties, giving speeches to the effect that adults could learn things. It may come as a surprise to you, but it is relatively recent that the notion of the ability of adults to learn has been generally accepted, or has been publicly accepted.

A large part of the succeeding decade, a large part of the sixties, was spent with what might be called the 'basket weaving syndrome'. By the way, one of the community colleges in Toronto has supplied me with a very up-to-date replacement for basket weaving with the development of a program called 'Ultimate Frisbee'. The basket weaving syndrome was simply, "Yes, I guess adults could learn things, but what they learned wasn't of great significance to the society, and by and large they should pay for it if they wanted to do it". It was put very neatly by a superintendent of education in the province of Saskatchewan when he said, "Well, of course, as I see it, the state looks after children and adults look after themselves". It is less than 15 years ago that this general attitude prevailed.

And now we are all here. Those of us who were active in adult education in the sixties, at least in Ontario, worked very hard in support of the development of community colleges. We spent a

lot of time working at it because we believed that the colleges would provide an enormously influential new contribution to the whole emerging field of adult education. The Canadian Association for Adult Education with the help of the Kellogg Foundation was principally responsible for helping to found the Association of Canadian Community Colleges in the late sixties and early seventies. A lot of the time of adult educators, a lot of their effort, a lot of their hopes went in to the creation of those institutions, not just in Ontario but in a lot of other parts of Canada as well.

So you will see, I think, some perhaps poignancy in the kinds of questions I'm asking which are sincere questions. My experience in the staff development workshop this morning gives me some answers to them. That is some of the things said in the workshop this morning I find enormously heartening - the kinds of answers I'd like to have to these questions. But the mixture of messages I get from the colleges still doesn't make me sure how you yourselves see yourselves, in what context, as playing what kind of role in education in both our countries.

The questions are really three fold and I will try and make them as simple as I can. For example, do you as a whole regard yourselves as adult educators or as individuals engaged in adult education, or is adult education simply a part, a marginal or particular activity of your institutions which is carried on by special personnel? You can see that how you answer that question will determine - and again I'm reflecting on the Ontario context at the moment - very much the effects of the present financial austerity program.

Secondly, do you see your institutions as an upward extension of a form of preparation for life something on the order of Grade 13-15? This is a form which we are being told with some force nowadays is too expensive to extend any further upwards. Or do you see your institutions more like the universities in the sense that their existence turns around the fulfilling of a number of particular functions in the society rather than on the catering to a particular age or particular stage in the lives of some people in the society. We sometimes, in our view of educational history, neglect the fact that universities by and large came first, the elementary schools next and then the secondary schools. The secondary schools, which it seems to me are in such intellectual trouble today, were built to provide a means of moving between the elementary schools and the universities, at least in the early stages and have acquired other kinds of functions and other kinds of problems since then.

And finally, do you with a myriad of courses, programs, certificates, diplomas - represent a marvelous and exciting extension of opportunities for individuals of all kinds, individuals many of whom have never had such opportunities? Or do you rather represent a vast act of seduction wherein more and more adults who would have engaged in learning quite successfully

on their own in small self-determining groups are enticed into the more public role of student with both the controls and the rewards that attend that role? That kind or argument is familiar to you around the function of certification, the value of it and the confidence placed in it in this society. It seems to me that it's possible to argue that in fact there are no more adults proportionately learning in either of our two societies than there were 30 years ago. But what is new is that far more of them are learning in a public context. They are declaring themselves as students and submitting themselves to the controls, rewards and if you like authentication of public institutions. I'm not placing a value on that; I'm simply saying that we need to reflect on what that means and what the consequences may be to our society. How many adults do we want engaged as students at any one time and what's the relationship of the number of adults that are students to the amount of learning that is taking place in the society. If we are willing to accept that distinction how do we make decisions that support one rather than the other?

I don't have answers to those questions because only you can provide them but what I am trying to convey to you is that the answers are of enormous significance to me and others who have declared ourselves to be working in adult education and have devoted some life affection to it. So my reference to Robert Merton was simply to indicate again our general ignorance of your expectations and hopes and fears and circumstances.

If a meeting of this kind had been held in Canada only ten years ago, very few of the Canadians present now would have been here, and few of the jobs now represented around these tables even existed. It's a remarkable development, a remarkable and, it seems to me a highly creditable one. The fact that there are new problems facing the colleges doesn't seem to me to be an indication that they have failed - although there are those that think they have or have failed in some respects - but only that in fact they have succeeded. Many of you may know the quotation from Oscar Wilde in which he says, "There are two tragedies in life: one is not getting something and the other is getting it". By and large we are less well prepared for the second tragedy than we are for the first, at least in my country.

About two weeks ago we held in Toronto a celebration of the 40th anniversary of the Canadian Association for Adult Education, which I believe is the oldest association of its kind in the world. We also held a dinner in honour of Roby Kidd. To that dinner came about 350 people, not only from all over Canada, but also people from all over the world. They came for a variety of reasons most of which were affection and regard for Roby Kidd. There were people from 22 countries and from six continents. Someone said to me afterwards that it was a great and moving experience but we could never do it again because it was no longer possible, and would not again be possible so far as anyone of us could see, for one person to touch as many parts and as many people in adult education both in Canada and abroad as Roby Kidd has in the last 20 years.

So to a degree the undertaking has succeeded and we are not terribly well equipped to deal with that success. We don't know how, most of us, having spent 20 years living on the margins of educational institutions. Living with a more joy-in-heaven outlook which was that one more adult in the class, one more class for adults was enough to congratulate oneself about living with the attitude that goes along with margins which was running fast and smiling brightly and being grateful most of the time. Those don't seem to me particularly the right skills for a period in which not only are we past the basket weaving syndrome but we are clearly emerging into a situation in which the major agencies of state, the major power centres in our societies, have recognized the potential of adult education and learning, and are seeking to make it work for the maintenance of either a particular interest or of the society as a whole.

In relation to you, I suppose the one way to summarize that particular part is to say we don't know what you've learned from the last ten years and we need to know more about that. We need to know more about the experience of the people who have created, bulled and brought these colleges into existence. We have to find a way to share experience and to make it available to each other.

I suspect there are some things that we know that would be helpful to you. Having lived as I say on the margins we have some experience with a considerable variety of administrative styles and techniques. Let me just tell you a short story that gets at the point. Some years ago, when school boards in Ontario were rather more active in adult education than I think they are today, it became interesting and exciting and useful to publish the offerings of the school boards in a single edition of a daily newspaper. I think Vancouver pioneered that and Toronto and major cities in Canada and the United States followed suit. Anyway, it was good revenue for the newspapers. The Toronto ad used to appear with three or four pages of interesting courses and right in the middle was a blank box in heavy black print, saying no cheques accepted. I might say, in contrast to what most Canadians feel about Toronto, that in Winnipeg where the same ad appeared - the same black box - the Winnipeg board had nicely put "Counselling Available". That will convince all you non-Torontonians that the city hasn't changed very much in a hundred years. Well, it was apparent to us that you could pay a parking ticket with a cheque, that you could use a cheque for most of the necessities in the city, and why on earth couldn't you pay your registration fee by cheque? So, we tried to find out why you couldn't and after about two years of trying, we discovered the answer. It was very simple; the comptroller didn't like small cheques. He liked to get three cheques a year from the Provincial Government, and he didn't like to bother with small personal cheques because some of them bounced. Of course some of them bounced! Now I find a variety of adult education agencies experimenting with Chargex, Master Charge, Bank of America cards, even Diner's Club I expect - it has gone that far. Simply what we were up against was a matter of administrative habit. Obviously the enterprise of adult education has got to involve a much greater variety of administrative practices than we are used

to in the administrative practices that have emerged from the compulsory education of small children.

A glance at previous reports from the Institute suggests a period of enormous enthusiasm and expansion which began to level off a year or so ago, when some notes of caution and foreboding began to intrude. These notes would appear to have been reasonably predictive to at least community college participants from Ontario, and perhaps two other provinces. I shouldn't say two other provinces, I should refer to two other "jurisdictions", which is a word that climbed into the language about the same time as the post secondary revolution and is a word used to mean, at least in Ontario, 'a place where the votes are'.

This reduction in optimism is in odd contrast to what is taking place, or what appears to be taking place, in adult education. Diffused as its activities are compared to other sections of education - that is, it is often difficult to locate where adult education is happening - it seems apparent to us that growth is continuing at a substantial rate. Not only do we hear daily of new developments, mostly outside the formal system, but I am happy to say a recent survey of graduates of the Department of Adult Education at OISE indicates that they are all or nearly all fully employed. Many of them though, are in jobs that they had never heard of before they took them, but all of them relate somehow to adult education. This year we were able to accept just over a third of the applicants for admission to the Department. We simply do not have room for any more of those people.

What is more important is the acknowledgement of the importance of the potential of adult learning that is beginning to appear more and more frequently in statements of official policy. At least in Canada, the goals of long range official policies in energy conservation, health, and immigration are simply unrealizable unless they are based on deliberate, planned programs of adult education. That such initiatives have not yet emerged may be a result of the newness of the programs, but it may also be the fact that we adult educators, wherever we are located, have not responded to these opportunities with what understanding and expertise that we possess. I have not noticed, and again my perception is limited to Canada and particularly Ontario, much sign of institutions offering their resources to the solutions of these major social problems. Acceptance of the value of adult education and adult learning in official policy is relatively new to us in Canada, with the exceptions of historical moments of national emergency, such as popular wars, when we have been able to mobilize all that potential for adult learning in the simple pursuit of killing other people.

Finally, there is demographic development of which I am sure you are perfectly aware. We now have in the adult population a massive cohort of the most thoroughly schooled population in our history which is making demands upon formal and informal systems in quite new and substantial ways.

The point of mentioning these aspects of adult education recently is simply to contrast what our experience is at the moment with the sounds of gloom and anguish and gnashing of teeth that seems to be coming from colleges. My question then is "Why aren't they part of this group?" Is it because they don't want to, but would prefer to continue a concentration on "real students", the decreasing number of those young who come properly and predictably from secondary schools, so that they don't really regard themselves as part of adult education, or is it because they can't. Is it that, in a very short period of time, they have emphasized the word 'college' at the expense of the word 'community' and cannot really comfortably deal with anyone who does not wish to follow the prescribed course of study in a formal manner leading to a proper certificate or diploma. Certainly, the statistics of participation in both our countries would lead to some support of that conclusion. While it is apparent that participation has increased in the colleges all across the continent, by and large that increase has been in those population groups with more education to begin with and with more financial resources at their disposal. At least as late as 1971 this was clear in American figures, and appears to be turning up in new Canadian figures that we are getting, although we have been woefully lacking in evaluative data of that kind in this country. Unless people of any age are willing to submit themselves to the final judgment regarding the worth of their learning by an institution perhaps we are not very interested in them.

At this stage, I wanted to trot out Thomas' first law of education, which is that all educational institutions, no matter where or how they are started, will strive to become more exclusive, and that having started a group of institutions in the hopes of being inclusive, you will in ten to fifteen years have to start a new group. And, maybe that is just the way it works. Maybe one should not be critical of that, but simply accept it.

A recent report in the Province of Ontario, a rather unexpected sleeper with the unlikely title of "Report of the Select Committee on the Utilization of Educational Resources", which one would have thought would deal with schools and janitors and rental of rooms, has really taken on itself to reform the whole of education in Ontario, and at least for a minority of its members, has concluded that in fact the community colleges cannot deal with non-structured learning and those groups which seem still to be excluded from the activities of colleges. In ten short years, the colleges have failed to meet the challenges of other forms of learning, however successful they have met the demands for a particular group in the population and for particular skills which were not being catered to by any other institution. So no one is criticising the colleges for what they have done and done superbly well. Maybe one is simply criticising them for not having risen to expectations which they could not possibly have risen to in the first place. My concern is that I have not heard a word of debate on this charge emerging from the colleges or their representatives in Ontario. I don't know whether the colleges believe this report or its accusation. I think it is very important for the images of the colleges, for the health

and sanity of the colleges, that they should be willing to engage in debate about themselves and that they should be able to indicate to us that they are reflective about their role in the society. Maybe you are doing this inside the colleges, but as a reasonably interested and regular and benignly disposed observer, I have not seen much sign of it, and this I am saying largely to the colleges in Ontario. Whether this applies to others is up to you to decide. Perhaps the colleges feel that other people, meaning mostly government, don't want them to undertake any of those tasks, and if they do, it will be just too expensive, just as hospitals are too expensive a vehicle for delivering a great deal of health care, which they are presently delivering. I have not heard much discussion about that from the colleges, meaning again that I don't know where the colleges are with respect to their view of what their purpose and functions are.

I have one view which in a way expresses itself in Thomas' second law of education, which is, that education agencies always use less power than they have, that any college really has more power to be self-determining than it actually utilizes. Maybe that is a characteristic of particular kinds of organizations but I must say that occasionally I get a little impatient about it.

I have a number of things to observe with respect to the fact that adult education seems to me to be emerging or evolving into concepts of continuing education which, for me, means an educational system that runs either from cradle to grave or womb to tomb, depending upon your expectations, and that we need to think about it in terms of its application to various ages and various needs in the society and to the freedom of access.

I listened to some conversations this morning about dropouts which I would like to pursue a little, because I have listened to the same conversation with respect to the secondary schools. I don't know whether it is merely institutional pride that is hurt or whether it is response that says "Well, if they have dropped out, that doesn't mean it is forever". Maybe they dropped out because it was important for them to drop out at that stage; now, how do we keep some kind of relationship with them so that they can be free to come back when they are ready? We still have a kind of 'last chance' philosophy at the elementary and secondary level and I don't know whether it is embodied in the concern for dropouts amongst the colleges.

I was very impressed with the discussion this morning about the use of part-time instructors. I know what the problems are - I know that they are bound up with labor negotiations and I know that they are bound up with concepts of what a college is. But I think we should remember that one of the successes of our educational system over the last fifty years, whatever the failings, has been that it has distributed amongst the population a very substantial proportion of extremely able and competent people who have specialized abilities and expertise and who would like to teach and don't want to be teachers. One of the things adult

educators have to be able to do is to place that kind of learning at the disposal of people who want access to it. Some projects have taken a portion of the city and identified every resource they could, every human resource in it, and created a kind of information bank for people to use. If there is someone who knows everything there is to know about Peugeot racing bikes in a shop somewhere, they go and find him and negotiate some learning contract with him. We don't need to build large institutions for that; what we need to build is effective information systems.

It seems to me that we need to learn a great deal about our information process. It is not surprising that an adult education system that has emerged, after seventy years or more experience with another kind of system that was based on compulsory attendance, should have to learn a good deal about information. By and large, the public educators didn't have to learn anything about information because there were only two pieces of information that any beneficiary of a public school system needed to know. One, that he had to be there, and second, where the school was. Those were the only two pieces of information that public educators had to convey. After that, once the public got inside, then all kinds of complicated information systems evolved, and they have grown even more complex in the days of options and secondary schools and this sort of thing, but the ability to get that information out of the institution is one we have yet to learn.

I am disturbed, I must confess, when I hear the language of marketing being used because I think that marketing has to do with customers, and customers are not the same as students. I am disturbed when I hear the word 'client' being used because I think again that a client is not the same as a student. I think because we have not learned much about how to do this that we have fallen back on other kinds of expertise which in the long run will defeat us. Marketing doesn't deal with the one fundamental thing that our institutions have to deal with, and that is when we use the marketing strategy, we are in fact only reaching those people who can already see themselves in the role of being a student. Once you have accepted the fact, as an adult, that you can be a student, then it is simply a matter of making choices amongst the variety of opportunities presented to you. But, if the notion of being a student is foreign to you, most of the publicity and information we use, other than in our relatively limited counselling resources, is wasted. I am by and large convinced that this is one of the main reasons that we have consistently failed to break out of the relatively privileged, relatively well-educated group in the population. Again, don't mistake me; I am not suggesting that there isn't an important and vital educational job to be done with that group, particularly related to increasing problems of competence. I am not suggesting that these are alternatives; I am just suggesting that there is a group that none of use seem to be reaching very well.

Well, those are some of the things that I am concerned with. I am concerned with the balance between public and private learning. Towards the end of his life, BertrandRussell observed that, as far as he could see, the condition of the citizen of the contemporary, centralized society was to live a life of perpetual enthusiasm. I am wondering how to go about thinking about those adults whom we need to entice or persuade into public learning forms, as opposed to those we need to help pursue private learning, since they may be learning things that the society of the future need to know. In a way, it is the difference between putting your money into colleges and curricula, and putting your money into the more self-determining agencies like museums, art galleries, things like the Swedish government does with its study services. I am just suggesting that I think the colleges, taken as a whole, need to be concerned about these policy issues, not simply on a basis of self-interest but on a basis on contributing as learning institutions to learning about how we handle the learning of all our citizens. Let me just conclude with a comment by Jan Masaryk, a man who devoted his life to trying to create and maintain a small, identified political state - Czechoslovakia. Towards the end, exhausted from political conflict, Masaryk said, "You see how it is in practice. It must be rational, intelligible and infinitely practical, but in principle it must remain an eternal poem".

Thank you very much.

TOWARD PERSONHOOD DEVELOPMENT IN THE COMMUNITY COLLEGE

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TOWARD PERSONHOOD DEVELOPMENT IN THE COMMUNITY COLLEGE

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Community colleges, through the practices of open admissions and vigorous recruitment, are enrolling more students from "nontraditional backgrounds". These students come from low-income families, typically are members of various minority groups, and suffer from feelings of powerlessness, low self-concept, and general feelings of unworthiness. They have experienced relatively little, if any, success in their educational endeavors (Roueche, 1972). While such "nontraditional students" have been able to enter public community colleges, few have persisted there for more than a semester. Although no standards for examining attrition exist, the national attrition rates are alarming, indicating a lack of competence in servicing the nontraditional student.

Many institutions have attempted to better serve the nontraditional, low-achieving student through the initiation of remedial or developmental programs. National studies have indicated that such programs have generally been unsuccessful (Roueche, 1968; Roueche and Kirk; 1973). Some developmental

studies programs have maintained high retention rates while students were in the programs, but then experienced accelerated attrition once the students returned to traditional classrooms. It may be assumed that these students had not learned to cope with the mechanics of traditional classroom instruction. That is nontraditional students were unprepared to adjust to an environment where (1) students are expected to possess the necessary verbal skills to accommodate lecture-textbook approaches, (2) students are expected to learn at the same rate, (3) students are expected to be equally interested in the prescribed course content, and (4) students are expected to be self-motivated. Consequently, the nontraditional, low-achieving student's concept of himself as a failure is reinforced. He faces an increasingly complex society with virtually no educational training, few saleable skills, and one more failure experience on his record. It is apparent that improved teaching is needed in community colleges if they are to truly serve the nontraditional student.

Community college teachers, when faced with the lack of success data presented here, quickly point out that such students come poorly prepared and poorly motivated. In other words, these students rarely are willing to "try" to succeed. Teachers realize that if students would try, that is invest some of their time and energy in the pursuit of academic objectives, they could succeed and pass the course.

It is especially important for us to realize that no person can try unless he believes that he can succeed in the effort. Individuals are motivated to the extent that they believe the investment of their efforts can lead to pay-offs. Motivation then is a function of one's ability to believe that he can succeed. This task is becoming an increasingly important one for community colleges and their personnel to assume. It suggests that community college teachers and staff must become as skilled in the strategies of genuine personhood development as they are in understanding and being able to explicate the content that they teach.

The concept of control expectancy is a fairly recent one deriving from Rotter's social learning theory. Persons who believe that they can control their pay-offs are said to have an internal locus of control; i.e., they see the location of control to be at least partly within themselves. Those who believe that their destinies are in the hands of chance or powerful others are said to have an external locus of control.

Externals, those who feel powerless to change the directions of their lives, are very unlikely to try. They can't try because they do not believe they can succeed. In such cases, the fact that they do not try does not mean that they do not want (i.e. are not motivated) to better themselves. This claim suggests the intriguing possibility that efforts heretofore directed at increasing student motivation may be off target. Energies may better be spent to develop stronger

internal locus of control orientations in community college students.

Internality is not related to just motivation and a willingness to try in a school setting. The research on internality is overwhelming. Internal clients, in contrast to externals, demonstrate improved job efficiency, as well as more highly developed personal qualities relating to employability and job success. In addition, internals manifest higher need for achievement, responsibility, and resultant satisfaction with training. Consequently, positive work attitudes and behavior appear to be more highly associated with an internal locus of control.

Other research findings indicate that Internals are open to correcting their problems in remedial programs, to acquiring more knowledge about their problems, and so on. Put simply, Internals try harder to get out of their ruts. This characteristic was dramatically demonstrated in the research report on equality of educational opportunity (often called "The Coleman Report"). Locus of control was there found to be a better predictor of school achievement among children of minority groups than any of the many other attitudinal familial, school, and teacher variables studied. All the evidence points in the same direction, and carries the same message; viz., the learning process can be significantly improved if students' control orientations can be shifted to the internal direction.

Recent studies indicate that Internals spend more time in intellectual activities, exhibit more interest in academic pursuits, and score higher on intelligence tests than do Externals. Similar studies have consistently found that Internal Locus of Control generally accompanies successful academic achievement. Several studies indicate that Internals are better adjusted and have a better sense of well-being than Externals.

Externals, on the other hand, are more likely to be maladjusted and less likely to cope effectively with their problems. Tseng (1970) found that, in contrast with Externals, Internals were more cooperative, self-reliant, courteous, reliable, and better able to work with others. MacDonald and Games (1971) report that Externals are more likely than Internals to endorse values associated with widespread neurosis. Externals are more prone to engage in escapist activities, are more hostile, are less trusting, and are less trustworthy. The literature indicates that shifts from External control orientations can lead to desirable personality changes. Therefore, a change in the Locus of Control orientations of individuals, not only results in higher motivation, but a much greater likelihood that the student perceives and is willing to succeed.

Under the auspices of a three-year longitudinal grant from the National Institute of Mental Health, Professor Oscar Mink and I are conducting an experiment with ten participating community colleges in the South and Southwest to test the

extent to which students exhibiting high externality can be made more internal. The primary objectives of the study are: (1) to identify which experience, instruction (self-paced or traditional) or counseling (especially tailored composite or traditional practice) or some combination thereof would have the greatest impact on E to I shifts and (2) to ascertain the long-range impact on E to I shifts on variables which are associated with mental health and academic vocation success.

The study involves a sample of 1200 students attending participating community colleges. The basic research design examines the main effects of (1) instruction -- self-paced or traditional -- and (2) counseling -- composite and traditional. Half of the schools in the study have converted 50 per cent of their courses to self-paced instruction, while the rest will use traditional approaches. Half of the schools have counselors specifically trained in methods for causing E to I shifts, while the rest are using traditional counseling methods.

We are beginning the third year of the study and are already in receipt of rather substantive data from students who began in community colleges last year. In several pilot tests conducted to date, we have looked at the notion that greater internalization of control would occur in students engaged in more individualized instruction. We therefore

hypothesized that students enrolled in individualized courses would experience greater E to I shift than students enrolled in none, one, or two individualized courses.

According to the hypothesis we tested, significant gain scores (representing significant shifts toward internalization), were observed more often in students receiving individualized instruction than those receiving traditional instruction.

These results, while not entirely definitive, are indeed positive. Students enrolled in individualized courses scored more homogeneously on control expectancy scales than students enrolled in more traditional courses. Also, the average increase in internality was in excess of three skill points indicating overall movement in the direction of internal control orientation.

It appears to us at this point that individualized instruction does produce a shift toward internal locus of control in students, if at least a period of one semester is involved.

It is important to emphasize here that the form of instruction (methodology and the like) may not be as important as the students' perception of the teacher's behavior and his perception that the teacher is endeavoring to help the student succeed. A teacher who is willing to develop materials, specify objectives, accommodate individual differences is simply "showing" his students that he is willing to make learning possible. More than that, he is indicating that he "cares" about his students to the extent that he is willing to go extra miles in an effort to make them succeed.

Our project also involves the development of reality therapy skills in counselors and students participating in the project. Using Mink's Behavior Change Process (1970), the steps are as follows:

Step 1. Identify the behavior that you wish to eliminate and identify the new behavior that you wish to strengthen; hold a conference with a student.

Step 2. Explain your own objections to the behavior; offer your own suggestions; consult with guidance services.

Step 3. Identify the possible reinforcers that you think will strengthen the new behavior, and withold the reinforcer for the undesirable behavior or suppress the old behavior.

Step 4. Shape the new behavior.

Step 5. Maintain the new behavior by using positive reinforcement, moving from a continuous reinforcement schedule to an occasional reinforcement schedule.

Step 6. Re-shape the new behavior (if the old behavior occurs and/or re-examine your past actions in the behavior change process.

Those of you familiar with Glasser's notion of reality therapy (1965) will see the similarity between Mink's Behavior Change Process and the basic steps in reality therapy. In other words, our project is endeavoring to teach teachers the basic skills of student motivation and the fostering of positive attitudes among low-achieving students.

It works! Empirical evidence received to date indicates that students in our participating project are staying in school with high retention rates, good achievement, and most importantly, new perceptions that they can succeed in college and that they are OK as human beings. It is indeed possible for teachers to become developers of student personhood in community college settings.

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COMMUNITY-BASED EDUCATION:
PRIORITIES AND ALTERNATIVE FUTURES IN THE COMMUNITY COLLEGE

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COMMUNITY-BASED EDUCATION: PRIORITIES AND ALTERNATIVE FUTURES IN THE COMMUNITY COLLEGE

Gunder A. Myran

INTRODUCTION

The topic I would like to discuss with you today relates to institutional planning and to the future development of the community college. Specifically, the basic question I want to pose is this: How can we take concepts and skills which are presently utilized in community development and community services, and diffuse these concepts and skills into the college as a whole. Today we call this effort to institutionalize new relationships between the community and the college community-based education.

We could think of community-based education as one alternative future for the community college. By this I mean that other feasible or possible futures are available to us as well. I am suggesting that, for the first time in their history, community college has the challenge and the problem of choosing a future. I agree with Robert Theobald when he writes in The New Reality: "The new reality of today is a very simple one--man has the power to decide to do what he wants to do."

I believe that community colleges are at a juncture in their history. The community college of the past was shaped largely by external events and pressures: population growth, technological advance, a booming economy, the failures of universities and other older institutions, and at least a surface trend toward egalitarianism and democratization in society. But the future will be less deterministic; community colleges are being called upon for the first time in their history to shape their own future. It could be

the case that a failure of nerve, a failure to search and to dream, a failure to create viable images of the future could spell disaster. I recognize that there is reason for being cynical about the future and the ability of the community college to help us cope with it. A popular book with students in The Doomsday Book by Gordon Taylor. On the jacket is this statement:

> While we poison, pollute, and populate, the earth is plunging toward a near future of sterility and filth. How close are we to the day of disaster? How close are we to that exact and terrifying point in time when mankind will perish and no recognizable form of life will exist on earth?

More specifically, an excellent series of articles in Change describes the emergence of a permanent state of unemployment and underemployment which will have a very dramatic impact on higher education in the years to come. Another article in Change ("The Management of Decline" by Kenneth E. Boulding, June 1975) defines the great problem facing our whole education system over the next 20 years as the high probability of declining enrollments.

In spite of these sobering thoughts and problems, I still believe we can shape a positive future, and that community colleges can play a significant role in national and community life. It is my conviction that community colleges are entering a new era of progress, a further maturing away from "Father University and Mother High School" as Max Raines has coined them.

ALTERNATIVE FUTURES

We can visualize a number of alternative feasible futures for the community college. Although these alternatives overlap considerably, we can separate them as pure forms or ideal types for the purpose of discussion:

1. Central College: Emphasis on a free-standing or campus-based approach to classical arts and science curricula.
2. Vocational/Technical Institute: Emphasis on campus-based career-oriented curricula.
3. Socialization Center: Emphasis on student development, human potential seminars, social and vocational counseling, cultural and recreational activities, and developmental or remedial programs.
4. Learning Resource Center: Emphasis on mediated instruction, audio-tutorial devices, behavioral objectives, and systems approaches to learning.
5. Community Based College: Emphasis on a community rather than campus orientation, including new mixes of college and community resources, physical spaces, clientele, and experiences.

Those within each college who represent its collective value system will, in a substantial way, determine the philosophy, the structure, the programs, and the rhythms of the future institution, and a community college will demonstrate its values partly by what it believes about the development of knowledge. A simple continuum will help to make the point:

Does the college emphasis:

Strictly cognitive and intellectual approaches to knowledge (clear separation between the academy and the street-corner)	A degree of commitment to community service and development; programs which link the experi-ential and the intellec-tual, benefit the student and the community	Being another pair of willing hands in the community, doing good wherever there is a need

Those who wish "Central College" to represent their future would fall in terms of values at the left end of the continuum, whereas those who wish to make the community college an instrument for direct social action and service would fall toward the right end. The community-based college which I envision falls near the center of the continuum.

There are,then, alternative futures available to the community college. I want to speculate that the community-based college is our best future. You may disagree with me but, if you do, I will be consoled by Aldous Huxley's statement that it is the fate of all new truths that they should begin as heresies!

What is a community-based college? I would describe it as a community college which emphasizes the incorporation of community resources into the learning process, the merger of work and other educative life experiences with classroom learning, the utilization of community agencies and institutions as experiential learning centers, the creation of physical spaces which mix in new ways college and community activities, the use of community experts as mentors and tutors, the identification and development of natural groupings of students such as those employed in larger institutions, and the development of programs which benefit the community as well as the students. In this vision of the future many life experiences will be seen as educative: work, personal or informal study, and military or industrial training.

The students of this college will include the working adult who mixes in new ways work and study, the full-time student who is motivated to mix learning and direct service to his community, the older person who wishes to re-enter the educational sphere for personal enrichment or vocational

upgrading. The faculty of this college will include professional educators who have strong discipline backgrounds in either liberal arts, sciences or vocational education areas; these professors will also be expert curriculum developers and will have a commitment to the "pedagogy of experiential learning." The college will also draw upon the rich and varied resources of persons in the region who are practitioners and can complement the more abstract and theoretical orientation of the college professors involved. The curriculum of this college will spring from experiences in the community as well as in the classroom. The community-based college, then, will become the instrumentality that weaves the educational fabric of the community into a whole.

IMAGES OF THE FUTURE

There are a number of ways we could begin to conceptualize the community-based institution we would create. That is, there are a number of images of the institution that will provide us with a starting point or a way of organizing our thinking. Let me introduce you quickly to the idea of images. Fred Polak defines images of the future as condensed and crystallized expectations prevailing among people. Speaking of earlier images of the future, he says:

> These images of the future not only reflected the shape of things to come in the present, but they gave shape to those things and promoted their very becoming. The images of the future and their prophets were writing the history of the future - they made history by creating this future and by fulfilling their own prophesies. They were like powerful time bombs, exploding in the future, releasing a mighty stream of energy flowing back to the present, which is then pushed and pulled to that future.

What are some of the images which might become the time bomb which is exploded in the future of the community college, and which then will activate our day to day functioning as we are pushed and pulled toward that future.

I will suggest a few possible images:

Community Network College: The emphasis would be on creating linkages between the various community educational agencies, sharing resources, doing joint programming, providing leadership in creating a unified educational environment in the community.

Sub-Population College: The emphasis would be on learning to serve through educational programs all sub-groups in the community. Staff development, program development, and other activities would focus on moving toward this central goal.

Social System College: The emphasis would be on studying all basic institutions in the community: education, law, government, religion, the family, commerce, etc; and searching out ways the community college, through educational service to both individuals and organizations, could help to improve the social system of the community.

Lifelong Learning College: The emphasis would be on developing programs and services which address the educational needs of all age groups in the community. The college would be concerned for example, about specific skills and attitudes needed by staff members in serving older people as compared to the 17-21 year-old group.

If any one of these images became the crystallized expectation of our college, it is almost certain that many changes, some dramatic and visible and some mundane and invisible, would occur on a day-to-day basis. These changes would, over time, push and pull us toward the future we envisioned.

SOCIAL AND EDUCATIONAL TRENDS

Is there any good reason to think that talk about the future and about community-based education is any more than blueskying? Yes, I think so. First of all, it is important to realize that community-based programs are seen

as the future in other fields as well. In the mental health field, for example, the trend is away from institutional care to home or group home care. In medicine, there is some movement back to the family doctor or general practitioner. In corrections there are a number of experiments with community-based alternatives to prisons. There are also a number of general trends in our society and in higher education which suggest that community-based education is a feasible and viable future of the community college.

Population trends suggest the need to change our perspective regarding the clientele of the community college. U. S. Census Bureau figures indicate the following population trends between 1970 and 1980:

Children and Teenagers:	From 77.2 million to 81.0 million, up 5 percent
Young Adults (20-34):	From 44.0 million to 59.3 million, up 35 percent
Younger Middle-Age Group (35-49):	From 35.1 million to 37.1 million, up 6 percent
Older Middle-Age Group (50-64):	From 30.1 million to 32.5 million, up 8 percent
People 65 and Over:	From 20.6 million to 24.1 million, up 17 percent

Lifelong learning is an important part of the philosophy of community-based education; these figures suggest that numeric increases in adult population groups will require that lifelong learning concepts be implemented as a matter of social urgency.

In his book, Problems in the Transition from Elite to Mass Education, Martin Trow examines long term social trends that can reasonably be expected to continue during the next several decades. He describes three basic trends which are consonant with community-based education:

1. Growth

2. Democratization

3. Diversification

It may seem strange to talk about growth as a long-term development in the face of declining enrollments in some colleges today. I agree with Martin Trow that no highly industrialized society can stabilize the numbers involved in some form of higher education any time in the near future. It is still clear that people who are involved in post-high school educational programs increase their chances of making their lives more secure, more interesting, and better paid.

Trow also sees a trend toward democratization: a continuation of the weakening of traditional social distinctions in our country, and the continued extension of social and economic rights to broader sectors of the community. The forms and functions of higher education, says Trow, will continue to diversify and broaden. Students will bring to us a greater variety of interests and aspirations, which will result in a diversity of educational programs or delivery systems, and more emphasis on adult or lifelong education.

I will mention one more relevant trend - it is actually a reversal of a long term social trend - and that is a movement away from education in our society as a specialized role of schools and colleges. I will call this trend the changing social role of higher education. During the past several decades, the trend in America has been to socialize our young through differentiation - assigning each aspect of the socialization process to a specialized institution. So, whereas the entire community once shared in the educational process - family, neighbors, relatives, church, shop, factory, school, college - this function became over time the nearly exclusive province of schools and colleges. Today, however, there is some evidence that this trend is re-

versing, which indicates that society will no longer see schooling and education as synonymous. It is possible that the community college will no longer play an exclusive educational role in the community, but rather will be the agency which weaves the fabric of education together wherever it takes place or in whatever form.

ROADBLOCKS

While some social and educational trends support images of community-based education as the future of the community college, there are also forces which could destroy or blunt this future. While some forces of this nature may be external to the college itself, I will focus on internal forces.

There are many issues which merit discussion, for example, standards and quality control for new instructional approaches, and professional development programs on community-based approaches (a pedagogy of experiential learning, if you will). However, I would like to focus on three other central and pivotal issues. These are:

1. Administrative Structure and Style
2. Egalitarianism
3. Failure to Develop Humanistic Approaches

Administrative Structure and Style

The present organizational structure of most colleges involves a differentiation in roles between academic programs and community services. Although academic and community services administrators often report to a single administrator, so that there is an appearance of unity, it is usually true that college departments are organized along traditional discipline lines more suited to the transfer role of community colleges than to community services. This neat design was well suited to another time when the prime

social role of higher education was to prepare scholars in the various disciplines. I really think that the administrative structure of most community colleges is based on a different consciousness, a different institutional style and climate, a different time. It is a form that assumes a degree of isolation from the real world, a rather simple and predictable future, and a student body content to worship at the throne of academia. I don't think that this will wash much longer. An institution that doesn't structure itself to make possible more direct links between what is happening in the community and on the campus will increasingly find itself without social utility.

My basic point is this: the educational needs of society today are far too complex for an administrative structure which places administrators and faculty members in discreet boxes or shafts, whether called community services, instruction, and student personnel; or psychology, math, social science, and English.

Harlan Cleveland, in the September/October 1973 issue of Center magazine ("The Decision Makers") discusses decision making in modern organizations. A very important fact for administrators, according to Cleveland, is that their decisions are becoming more public. In the future, the executive will be required to make more decisions, and many of them will be of public importance. And the complexities that surround these decisions will be such that no one person in a large organization can be fully in charge. Decision-making will become a process of brokerage both inside and outside the college. This will be necessary simply because no one person will be able to know all of the connections between the parts and all the relations between the people affected by the decision.

There is no question in my mind that this is the type of executive we will need in the community-based college; one who is a skilled and mature decision maker--yes--but also one who is skilled at consultation and brokerage both inside and outside the institution. Present hierarchical relationships within the college will of necessity become more collegial, consentual, and consultative.

Egalitarianism

The second major issue is egalitarianism. Woody Allen gave us one version of egalitarianism when he said that, at Interfaith Summer Camp, he was viciously beaten by children of all races and religions! In the community college, we usually associate egalitarianism with the open door. Community-based education, which is based on serving new and non-traditional college clientele, depends heavily on a commitment to the open door philosophy. Thus a tendency in community colleges to emphasize elitist programs would be an issue for community-based education.

A 1972 study by Richard Peterson, in which he administered the Educational Testing Service's Institutional Goals Inventory to 116 colleges in California, indicated that community college professionals felt egalitarian goals were over-emphasized. This finding is substantiated by David Bushnell's 1971 study for AACJC's Project FOCUS. Community college faculty members included in the Bushnell study perceived egalitarian goals as presently being ranked by community colleges second in a list of 12 institutional goals, whereas they felt that this goal should actually be lowered to seventh place. The question here is - the issue - is whether the community college will commit itself to becoming a truly egalitarian, community-based institution - which is now becoming the condensed and crystallized expectation of people.

Failure to Develop Humanistic Approaches

There are three fears here:

The first is that we will engage in adult education which defines adults as inadequate, insufficient, lacking and incomplete. If you don't know something, as John Ohliger suggests, you go to school for the temporary relief of your inadequacies. There is the danger that we may come off this way to the adults we serve, and the expression of this concern should be instructive to us.

The second is one of quality. A recent study in the health professions suggested that mandatory in-service courses do not improve medical practice for nurses, pharmacists, physicians, nursing home administrators, dieticians, and some classifications of civil service workers. I don't know if this is true, but it does suggest that, on a wave of public affirmation and acceptance, we may try to solve major education problems of adults without stopping to reflect on the quality and staying power of what we are doing. Of course, there is also the danger of getting into discount education: selling credits and certificates the way the corner newstand sells the local paper.

Next, there is the problem articulated by Robby Kidd: seeing schooling as a commodity, with each unit of knowledge, be it a credit or a course or a certificate or a degree, having a certain amount of official knowledge. What we need is a breakthrough. Education should provide for not only the predictable and measurable official knowledge, but also what Ivan Illich calls personal knowledge - often unpredictable and surprising, but growing out of real life experiences that enrich and enliven us.

So here the fear is that we will fail to come up with humanistic approaches, substituting formal schooling approaches which are an affront to the adult's dignity and freedom.

DEVELOPMENTAL FACTORS

Suppose that we are able to develop viable images of the future of our college, and suppose we are able to overcome the hurdles or roadblocks we have discussed. I would like to share with you some factors which would be necessary in terms of planning and action. These developmental factors are some of the basic building blocks for a community-based institution:

1. Development, within the college, of sound concepts of community-based education.
2. Development of strategies for the introduction of community-based innovations within the institution.
3. Development of instructional programs which are inherently inter-disciplinary.
4. Development of instructional programs which free the student from constraints of time and place.
5. Creation of community networks: community education councils, interagency committees, joint programming, etc.
6. Development of programs which serve "the new student majority": women, senior citizens, workers, bi-lingual persons, etc.
7. Expansion of the definition of what is "creditable."
8. Development of staff development programs (Board, Administration, Faculty)
9. Development of new approaches to providing and assessing experiential learning.
10. Development of increased skills in priority setting, development of program objectives, needs assessment, and evaluation.
11. Obtaining federal and state agency support and advocacy.

I am sure that other developmental factors could be added, but these items do suggest some of the building blocks of sound community-based programs.

IN CLOSING

Seymour Eskow, speaking at a conference at Rockland Community College (Suffern, New York), said:

> At all times in the history of man there have been major and minor prophets calling us to greatness. If we hear their calls we respond first as individual men and women, lifting up our eyes and changing our minds and our hearts and our directions. Most of us also believe that history has taught us that uplifting the individual is not enough, that the prophet must find a priest to build a church, that the vision of the new faith will blur if it does not find a new form, that schools and courts and political parties and churches--all human institutions--are attempts to memorialize a vision, to house a dream, to be a response to a call to greatness.

Perhaps community-based education can be our response to the call to greatness. That it can be is, I think, illustrated by words written at the most recent AACJC Assembly:

> In these things do we earnestly believe-
>
> That every individual has the capacity for continuing growth and that education is fundamental to this human goal.
>
> We further believe that every ethnic group, social class and sex are equally endowed with inherent worth and potential.
>
> We view community-based postsecondary education as the process for lifelong learning, and we pledge our efforts to the availability of quality education for all.

AN EXPERIMENT WITH THE COLLEGE AS THE COMMUNITY
AND
THE COMMUNITY AS THE COLLEGE

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AN EXPERIMENT WITH THE COLLEGE AS THE COMMUNITY
AND
THE COMMUNITY AS THE COLLEGE

First of all let me say that I consider it a privilege to be able to address this International Symposium today. It is a first of a kind opportunity for me personally and I welcome it as a sounding board for some of the concepts that have become the philosophic base of a new and exciting post-secondary educational model in the Province of Saskatchewan and Western Canada. All of us in the development of Saskatchewan's Community Colleges since 1972, and those who preceded us in terms of the planning, live in the constant spirit of searching and experimentation with a model that we know has high risks involved, but hope will pay high dividends for the people of our province.

May I begin by saying a word of introduction to Western Canada and specifically to our Province of Saskatchewan in order to situate you in a context of our Community College system, a context necessary to make sense of our College development.

Saskatchewan has less than 5% of the entire population of the Dominion of Canada, about 920,000 persons. Geographically

Saskatchewan covers approximately 400,000 square miles. The southern half of our province contains some of the best wheat growing land in the world. This image may be slightly deceiving because over one half of the geographic area of the province comprises of lakes and forests--the northern portion, with a population base approximating 20,000 people largely of native, Cree and Chipewyan descent. Four major cities of the province contain almost one half of the province's population. The remaining half is scattered in 500 plus small and larger communities throughout the province with an econonic base directly related to the agricultural industry. In the past few years the population of the province had been declining, due in part to the consolidation of smaller farm units to the larger corporate farming operation and the out-migration of citizens. As a consequence of this the discussion in rural Saskatchewan revolves around such issues as rail line abandonment, closing of smaller community based grain terminals in favour of large inland terminals, and the death of smaller rural Saskatchewan towns. The province contains two universities located in the major

urban areas of Saskatoon and Regina and three institutes of technology with student enrollments of 14,500 at the two universities and 10,000 at the three technical institutes.

For the past 20 years or more educators in the province have been concerned about a post-secondary educational model which would serve the needs of this scattered population in a mixture of native and European ethnic backgrounds that make for a cultural mosaic rich in history and tradition. Concern obviously has been expressed by the other 50% of the population--those living away from major urban areas--for a level of adult education programs and services on a par with those services offered in the 4 cities. Early in 1972 the decision was made by the Minister of Education the Honorable Gordon MacMurchy to ask the people of the province what they felt would make sense as a post-secondary educational system serving their needs. Fifty-four community hearings were held by a special Minister's Advisory Committee on Community Colleges and a document published by this advisory group on the structure and approach to Saskatchewan Community College

development.

These hearings indicated very clearly that residents of rural Saskatchewan felt they were receiving second-rate treatment in Provincial Adult Education Programming. A decision was reached based on this Advisory Committee of recommendation to establish 4 pilot project Community College Regions in the province located in distinct geographic, ethnocultural, and economic regions of the province in order to test a philosophy which grew out of the 54 provincial meetings. This Community College philosophy called for the establishment of a Community College in a specific region only after preliminary development work was done by a Community College Development Officer whose task it was to conduct intensive interviews within each geographic region covering a population base of from 40 to 60 thousand persons. Over a period of 6 to 8 months these Development Officers conducted public meetings, frequented coffee rows, touched base with established educational and government systems and private organizations and gave advice to the Department of Continuing Education on a

monthly basis on the kind of response that was coming from the people themselves. It was a process development from the word "go". They began with a set of seven basic principles of Community College Development:

1) A Community College's major responsibility is to promote formal and informal adult learning in its regional community.

2) Programs are to be developed in response to the expressed concerns of a community which has identified and assessed its needs.

3) A Community College shall provide individual and group counselling in the establishment and achievement of educational goals.

4) A Community College shall assist in community development by offering programs of community education and service. In rural areas it will serve as a mechanism for the maintenance and development of a viable way of life.

5) A Community College shall not duplicate existing

educational services to facilities for adults; rather, it shall coordinate the delivery of all adult educational services to the community.

6) A Community College shall be governed by a council representative of the region.

7) The operation of Community Colleges shall be under the purview of the Minister of Continuing Education.

A slogan quickly took shape--"The College is the Community and the Community is the College". The philosophy was not to build any buildings, not to erect campuses, not to hire large permanent staff, but to use the existing facilities in a community, the town hall, the community school, the church basement, the rumpus rooms, the garages, the workshops, the local industries on a contractual bases to conduct those kinds of adult education activities requested by the people of the community. The word "process" was vital to the development. People in the region, no matter what their educational background were told that their input was important to the formation of this new organism. They were told that the administration of the College, once hired, would be responsive to

their local requests for programming provided they made a needs assessment of their district and were prepared to priorize their requests. Accessibility to the administration of the Community College through this development process took the shape of local action committees with a variety of members and various structures depending on the community itself and the stage of development that had taken place there. For example, some small towns in fear for their survival, had already banded together and formed regional community development associations, pooling their resources both in an organizational and financial sense in order to maintain essential services such as transportation, retail outlets, school services, as well as social and recreational facilities. In many communities new local Community Colleges committees were established; in others the task of needs identification and program priorization and assessment became the responsibility of the local cultural or recreational associations. By the spring of 1973 Saskatchewan's Community College Legislation came into being establishing Community College boards of citizens representative of their specific

Community College region in these four pilot areas. One region was in northern Saskatchewan serving a population base of under 5,000 persons largely of Cree Indian ancestry centered in La Ronge. Another at Humboldt was to serve a region populated largely with persons of German-Canadian ethnic background in a relatively homogenous cultural and economic agricultural situation. Another region had two larger Saskatchewan cities with populations of 14,000 and 5,500 within 25 miles of one another and many typical small Saskatchewan towns scattered along the original Canadian National Railway Trunk Line. A final region centered in Swift Current consisted largely of ranchers involved in the cattle-raising industry. The boards set upon the task at hand, equipping themselves with the philosophy of being responsive to the people of their region, by outlining aims and objectives for their College operation and hiring their initial staff consisting of a Principal, Secretary-Treasurer, one or two Program Coordinators, and some clerical staff. By the fall of 1973 a short three months later, with rather overwhelming response from the communities, these four pilot Colleges embarked on an adult education adventure which

included over 15,000 adults and 1,200 programs during the College fiscal year July 1, 1973 to June 30, 1974. The cost of this experiment was under 3/4 of a million dollars including the work of the four Community College Developers assigned to these regions.

The original intent of the Department of Continuing Education and its Minister was to implement a Community College structure in the province in three stages starting with the most rural areas of the province in the first and second stage and ending up with a rationalization of Community Colleges in the four major urban areas in the third stage, to be developed in 1976. Because of the response by the people of the province the development was moved ahead so that at this time Saskatchewan has four Community Colleges that have been programming two complete years and eight more Colleges that are ready to begin or have already begun programming for 1975-76, as well as College development being undertaken in northern Saskatchewan which will likely include three new Community Colleges in the north by April 1, 1976.

While statistics concerning program levels and enrollments have their place and I must admit as an insider our statistics look impressive (during this past year Parkland Community College has conducted programs touching 8,000 adults out of a population of 60,000 people - more than 10% of the regional population)--what we have here in the initial years of this new system is, I believe, a working blend of local autonomy and community involvement as well as central government presence. It works, and it's what the people asked for. It is a Community College system of post-secondary education that acts as a broker for services to outlying community groups which meets the local requests at a level of confidence and maximum utilization of human and physical resources that make sense education wise and dollar wise in our province.

The initial approach of the Development Officers was to guarantee accessibility to the College in its administration and program delivery with a challenge to local people to be responsible and make their voice heard. It has happened. Saskatchewan citizens asked for courses in human

enrichment, in academic and technical credit programming from the universities and institutes and they are receiving them. Working within the system one must stand in relative awe from time to time realizing that such a flexible organism at the community level can make demands for programming on a relatively short turnaround time and find complex and sophisticated institutions such as our universities and institutes scrambling to do their best to respond within a matter of weeks. Obviously everything that was asked for could not be accomplished in the first year or second year. Essentially through two committees which have been meeting monthly, that of the Saskatchewan College Principals Committee and the Saskatchewan Committee of Institute Principals--the Community College Principals, the Institute Principals, and the Extension Department Heads of the two universities, the details of logistics intertwine with the unique philosophy in a coordinated and cooperative effort that is brand new even to a province that has a long history in co-op movements. I would be remiss if I did not spend a moment speaking about the human side of Saskatchewan's Community Colleges--those intangible elements that give a system such as ours either viability, or

begin to breed a mechanism for self-destruction. What I am referring to is the receptivity on the part of College staff and Community College boards, the kind of receptivity that will take a group of eight trustees on a Community College board to dozens of meetings with local committees within its region in a continual dialogue listening and discussing, arguing and proposing a local structure that is prepared to constantly admit of change, of dropping programs that have accomplished their purpose and filled their usefulness and replacing them with others which are assessed to be more needful at this very moment. I often wonder how one assesses the daily strain on my field staff who spend their days in the necessary administration and the majority of their evenings driving one, two, three hundred miles to attend a local committee meeting and discuss educational possibilities with a volunteer group that have begun to see economic advantages, job opportunities, social answers and possible social change in a climate, that only a few short months ago was negative, that is, a climate of total acceptance that their community was in its death throws. How does one possibly assess in economic terms the

kind of counselling that takes place with a group of new Canadians which leads them to determine that an English language program or a small business accounting program need not take place within the hallowed but solid formidable walls of the local institution or far off institutions, but in fact, can and does take place in their own living rooms or in an environment that they have chosen which makes them comfortable about "going back to school". Or perhaps helping a small machine shop business in a rural community grow because the local Community College assisted the owner in putting together a proposal on industry-based training whereby he might enlarge his operation through a combination of classroom and on the job training for new employees. Or what about the ranchers who get together under the auspices of the Community College to learn something about veterinary medicine, saving them money and saving the local overworked veterinarian time and energy in the daily health care of their cattle. Or how does one estimate the value of the more than tenfold increase in local interest in the craft field and the hopeful indeed possible

growth of cottage industries relative to this. Saskatchewan has lots of clay deposits--why not small family potteries? Why not look to the ecology of our beautiful province through seminars where local people who know what's happening to their land and their forest are able to pick the brains of the university professor? Why not learn about farm machinery maintenance in the winter so that in the spring and fall, those critical times of seeding and harvest when breakdowns happen in the field, the farmer can look to his own repairs, rather than waste several days of precious time and risk an early frost or an early spring and loss of income.

The title of this talk began an experiment--I will insist that we do not feel that we have all the answers but we know that we are on the right track; we do not feel we have solved all the problems of our province through community colleges or its approach to post-secondary education but we know already that we have come a long way. I suppose in conclusion one can only say that the next five, ten or fifteen years and onwards will indicate how worthwhile the system has

been. Our province is aware of real limitations, especially financial ones. I believe all of us from boards of trustees to those working in College development, to those volunteer committees are aware of normal institutionalization processes that always creep into a vibrant organism: A creeping bureaucratization which makes the organizational goals more important than the people which the organization is set up to serve. Because we believe in Continuing Education and Lifelong Learning as a basic tenant of our Community College philosophy at the grass roots of our society, perhaps the biggest program that we undertake in Community Colleges will be to see if our rhetoric will withstand the test of time.

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THE FUTURE SHAPE OF GOVERNANCE IN THE COMMUNITY COLLEGE

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Dr. Richardson became the first President of Northampton County Area Community College in 1967. Prior to that he served as Dean of Instruction at Forest Park Community College in St. Louis. In addition to a number of other administrative and teaching posts in two-year colleges, Dr. Richardson served for three years as an officer in the U. S. Marine Corp.

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Dr. Richardson is the author or co-author of four books and numerous articles in professional journals. He has lectured and consulted for universities and two-year colleges across the nation, and is currently a University Lecturer in Higher Education at Lehigh University, an Adjunct Professor of Higher Education at Pennsylvania State University and a National Lecturer on College Governance for Nova University.

THE FUTURE SHAPE OF GOVERNANCE IN THE COMMUNITY COLLEGE

- Richard C. Richardson, Jr.

When I consider the topic that I am supposed to address to you, that is, Governance, and the shape of it in the future, I think that you ought to be aware that I come at it from a particular point of view. I have been for a number of years particularly concerned with the topic of 'Participative Governance'. I have tried in my own institution, in my writing, and in my work with other institutions as a counsultant, to make participative governance a vital force in the community college movement. I have been extremely concerned about some of the kinds of relationships that I have seen in institutions and so it was that type of background that led me naturally into the study of collective bargaining which initially I regarded as a kind of threat to participative governance. I no longer see it in that way and I think these remarks will help you to perceive the relationship that I see between governance and collective bargaining. I think there is a very close one and that the two are by no means antithetical.

What is the history of the recent past of governance in community colleges? Let me sketch a number of observations. First, we have seen an abundance of autocratic and frequently arbitrary administrators. Those selected for administrative posts have regarded themselves endowed with a wisdom denied to lesser folks, in other words, the faculty. This egocentric view of their college communities led some administrators to value their judgments so highly that they seldom listened to faculty or students unless what was said agreed with what administrators wished to hear. Through fear, control of the system of rewards and penalties and control of the channels of communication, especially to the board of trustees, administrators have for the most part been able to achieve their priorities and to promote their values.

Faculty members in most community colleges have clearly occupied a less prestigious role than administrators. They have been evaluated by administrators, they have been recommended for promotion by administrators, they have been selected by administrators and their salary increases and tenure have been dependent upon their good relationship with

administrative supervisors. The lack of faculty involvement in personnel decisions has paralleled their limited influence on the curriculum and upon other academic matters. Many institutions have created numerous committees, all of which have been advisory to the president. The term, advisory, has been interpreted to mean that if these committees produced recommendations with which the president agreed, they would be accepted. If the committees produced recommendations with which the president disagreed, they would be ignored.

Innovation in community colleges has been another interesting phenomenon. We have had more than our quota of bright and brittle young men who have flitted from institution to institution, sprinkling the magic dust of innovation and then moving on before the human consequences of their innovations became fully apparent. We have read of recommendations for a Vice President for Heresy. The implication here is quite clear. If you don't have an administrator who has innovation written into his job description, the clods on the faculty are going to continue existing practices, ad infinitum.

Compounding these problems has been the lack of professionally trained administrators. While a few of our universities were preparing community college administrators as far back as the 1950's, the first real impetus for professionally trained administrators came in the early 60's under the sponsorship of the W. K. Kellogg Foundation. While involvement in a program designed to prepare professional college administrators has by no means been a guarantee that one would have the qualifications necessary

to be a professional administrator, at least a case can be made that it is better to try and fail than not to try at all. The absence of professionally trained administrators had led to one final problem that deserves mention, and that is the over-involved trustee. Some of the most bizarre advice currently available can be obtained from trustees who have become expert at dealing with unusual problems which they have helped create through a lack of understanding of complex organizations, combined with weak and ineffective administrative leadership.

As we look to the future shape of governance in our colleges, we can observe at least two separate channels to a common future. Some of us have already been swept into the turbulent waters of formal collective bargaining. I can sympathize with those who are struggling to stay afloat in the collective bargaining stream. I can understand those who have chosen the less spectacular but equally productive route of participative governance. More difficult to understand are those who haven't yet made the choice in the hope that coercion, fear and rewards can continue to support the fading mode of administrative domination.

From my perspective, the reforms that are necessary as a consequence of some of the inequities that have been a part of our past are most likely to be resolved through the collective bargaining channel. I do not believe that collective bargaining is in any way inappropriate for colleges. I have no fear of faculty members overwhelming administrators or boards of trustees, but neither do I see collective bargaining as the panacea it is sometimes described by the growing class of faculty union bureaucrats. Conflict is a normal part of life of any organization. Most of us have

been taught, as administrators, that it is our job to promote consensus. Consequently, when conflict emerges we feel guilty and we try to suppress it. Collective bargaining is a healthy, decision making process for dealing with conflict. By refusing to accept collective bargaining as a normal decision making process, we force faculty unions into the position of refusing to accept consensus procedures as a normal way for dealing with those areas of decision making where adversarial relationships are not necessary.

Collective bargaining should be a procedure through which decisions are reached that are fair to both faculty and administration. Professional negotiators can afford to concentrate on winning at the table because they don't have to live with the results in terms of the institutional relationships that evolve under the terms of a poor contract. A fair contract that is well administered can provide a number of important advantages both to administration and to faculty. The poor contract, or the poorly administered contract places intolerable pressure on administration. Regardless of how favorable to administration a contract may be, it is almost certain that it will include a grievance procedure. Through use of the grievance procedure it becomes possible for faculty to expose the inequities and the lack of good judgment which the non-professional administrator often displays. This is particularly true within state systems where contracts are negotiated under the influence of a central administrative office. Normally the third or fourth step of the grievance procedure will result in the necessity of the state board hearing the details of some very messy situations. Given the fact that it is not

uncommon for 15 to 30 grievances a year to be filed during the first two years of a contract, a state board and state administration may find themselves in the position of being forced to deal with a lot of issues they never knew existed previously.

As we gain more experience with collective bargaining, however, the number of fair contracts that are negotiated will increase with some important consequences. First, the role of faculty members in curriculum and instruction will be greatly strengthened. I see this as a very positive development. We are no longer building 50 new community colleges each year, nor are existing colleges faced with the prospect of increasing staff by 30 to 40 percent. With stability has come the opportunity for faculty and administrators to work together to strengthen the programs they offer and the quality of their instruction. It should be apparent to even the most chauvinistic of community college advocates that it is one thing to describe a community college as an institution that values excellence in teaching, and quite another to achieve such excellence under the circumstances that were imposed on us by the rapid expansion of the 60's.

It is increasingly evident, too, that faculty members in all but the worst of our community colleges no longer see these institutions as stepping stones to a job at a four year college or university. The steady state has produced a career faculty for community colleges for the first time. A career faculty will not be responsive to administratively dominated

innovation, nor will a career faculty be content to permit the personnel decisions that effect their lives to be made solely by administrators.

Thus there will be increasing faculty influence in decisions involving the selection of their colleagues, faculty retention, faculty evaluation, and promotion. This can only be regarded as a most constructive step. The time has come for administrators to stop spending most of their time supervising faculty members, evaluating faculty members, and documenting this supervision and evaluation with reams of paper which proves little more than the ability to write. I have read about and observed numerous schemes for evaluating faculty by administrators, but have yet to see any of these arrangements produce results that justify the cost and nuisance that is involved in implementing them.

The changes affecting faculty and administration should result in a professional faculty, assuming greater responsibility for the educational program and for its implementation; and a professional administration, concerned more with defining their own contributions to the educational process and less with supervision and evaluation of their professional colleagues. The question most frequently raised at this point is, "what about the students?" The bargaining table has only two sides, and students sit at neither. A secure faculty, freed from paranoia about administrators is likely to be more responsive to students than they have been in the past. There are already examples where student pressures have led faculty to negotiate student involvement on curriculum committees and student evaluation of faculty members to be used in making personnel decisions. There is also a movement toward the organization of students for direct

involvement in the collective bargaining process.

Of course a professionally competent and reasonably secure administrative staff will, by its own practices, make exclusion of students from the decision making process more difficult. It is quite apparent that if administrators treat students as more equal partners in the educational process, it will be extremely difficult for faculty members to support the condescending attitudes sometimes displayed at present.

Finally, collective bargaining will have the effect of reducing random behavior by trustees. The nature of community colleges is such that trustees are in constant contact with students and faculty. In the past it has not been unusual for a trustee to call a president and to attempt to intervene directly in a situation involving a matter of academic freedom or personal privacy. This process will become much more difficult under a collective bargaining agreement which provides for the redress of violations of academic freedom as well as due process in personnel issues. I do not believe it was ever intended that trustees of community colleges should become the dominant force in decision making. The use of the lay board evolved as a device for keeping institutions responsive to the social order out of which they grew. It also provides a mechanism for accountability and advocacy. The lay board must recognize its limitations as well as its strengths. Collective bargaining will help to force such recognition where it has not already occurred.

A more limited number of institutions will make the kinds of changes suggested without the polarization and the formalization which is a consequence of collective bargaining. There will be certain characteristics

of those institutions that are able to make participative governance work. Such institutions will, as a minimum, establish the following conditions.

First, they will work out with their faculty, personnel policies related to selection, retention, promotion, the granting of salary increments and tenure. Such personnel policies will be equitable and will ensure a considerable measure of faculty involvement in making the decisions that affect them. Included will be a grievance procedure with binding arbitration so that unfair decisions, either real or imagined, can be appealed to a neutral third party beyond the board of trustees. These policies, combined with the grievance procedure, will be legally protected in such a way that they cannot be changed arbitrarily by the board of trustees without advanced consultation with the faculty.

Second, those institutions which do not go through the process of formal organization will make arrangements to negotiate with their faculty on economic matters through the establishment of policies similar to those used for the resolution of conflict under collective bargaining. The characteristics of human beings are such that it is unrealistic to expect that faculty members will ever believe that they are being paid a sufficiently high salary or that board members will ever believe that faculty members are worth what they are being paid. Regardless of the consensus that may exist in other areas of the institution, there will always be conflict on this particular matter. It follows, therefore, that the institution must have a procedure for addressing this issue. Any viable alternative to collective bargaining will have to provide impasse procedures including mediation, fact-finding and arbitration, so that

faculty members will be assured that they are not being co-opted into accepting a board decision without the kind of recourse that will be available to their colleagues in institutions that have chosen to organize formally and to affiliate with an external union.

I don't see any possibility of state systems taking the participative approach as opposed to the collective bargaining approach toward more faculty involvement in matters related to governance. State systems, by their very nature, are large formal bureaucracies which can only be dealt with successfully by other large formal bureaucracies. The significant decisions in state systems will increasingly be made at the state level. There seems to be no possible way that faculty members can "buy a piece of the action" at the state level without formal organization.

While collective bargaining is not yet a consideration in some areas of our nation, approximately half of the states have either passed collective bargaining legislation or permit collective bargaining because they do not prohibit it. As faculty unions gain political influence they will turn their efforts for collective bargaining legislation from the state to the national level. For this reason, it is only a matter of time until we have a national collective bargaining law. Again, this does not seem to me to be a negative development. It will only be negative for those institutions which can't make up their minds about how to adapt to new forms of decision making and, as previously noted, such institutions are likely to find themselves under new leadership before too long under any circumstances.

The shape of governance for the future, then, involves significantly changed roles for administration and for faculty. The shape of that

future is already clear in the form of the contracts that have been negotiated by those institutions that have had five years of experience or more under this form of decision making. It is also becoming increasingly clear in those institutions that have chosen to move toward participative governance as an alternative to collective bargaining. It should be noted that changing the structure and establishing a faculty senate, while key administrators continue to behave precisely as they did before is not moving toward participative governance. It's simply wasted motion to conceal administrative indecision.

Collective bargaining is not inevitable in the future of all of our institutions but it is highly probable. Its results will be more beneficial than harmful. This conclusion is drawn from observations over a period of years of the impact on faculties and students of extremely autocratic administration. The repressive atmosphere resulting has discouraged staff from exercising academic freedom because of reprisals from either administrative or board action. It is difficult to understand how anyone can believe that diminishing the importance or the self-image of any faculty member or any student in any institution can enhance the effectiveness of that institution or its image as an institution of higher education. The unvarnished truth of the matter is that anything that diminishes any one of our professional colleagues diminishes us. We cannot increase our status at the expense of reducing theirs. Community colleges have suffered from image problems. That image problem has been due in no small measure to the deliberate attempt of administrators to repress faculty activity as practicing professionals.

The reverse of this is true also, and unions will discover this in due time. It is not possible to diminish or displace effective administrators without diminishing the institution as a whole. We must learn to work together and we can accomplish that under collective bargaining as effectively as we can under participative governance.

The issue is the effectiveness of our enterprise and the quality of the services we deliver. To compete effectively in the marketplace of higher education we will need to resolve our conflict as equitably as possible and move on to the tasks at hand. The shape of how this is done will not vary greatly whether an institution chooses to follow participative governance or to become involved in collective bargaining. We do need to be sure that each approach is informed by the successes and failures of the other.

HUMANISTIC EDUCATION: A NEW PERSPECTIVE ON AN OLD IDEA

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"That old black magic has me in its spell;
That old black magic that you weave so well.
Those icy fingers up and down my spine;
That same old witchcraft when your eyes meet mine."

Just as the haunting refrain of that melody suggests the intimacy of a loving relationship, so too does humanistic education conjure up a vast array of images concerning relationships between students and faculty. Humanistic education is much in vogue these days in the educational literature as well as on the lips of practitioners in the instructional arts. Despite its new-found popularity, however, humanistic education carries with it a rich variety of connotations. For some individuals, it eludes any publicly stated meaning, largely because its

possessor jealously refuses to share its definition with others. For this reason it often poses under the dubious guise of "doing your own thing." For other individuals, humanistic education includes a clearly stated rationale and an elaborate design, complete with such affective titles as "confluent education," "experimental education," and "innovative education." [1]

The ultimate goal of humanistic education is the development of a human prototype who embodies the global characteristics of the affective dimension; the self-actualizing person. [2] The thesis presented here is that one facet of humanistic education -- facilitative teaching -- will serve to promote the emergence of that self-actualizing person in the classroom. Supporting the view that the facilitative process engenders the development of self-actualizing persons, Cecil Patterson skillfully summarizes the two-fold purpose of humanistic education:

> The first is that of teaching subject matter in a more human way; that is, facilitating subject matter learning by students. The second is that of education, the non-intellectual or affective aspects of the student; that is, developing persons who understand themselves, who understand others, and who can relate to others. [3]

In this age of heightened tensions and increased disregard for personal relationships, it is paramount to accentuate the significance of facilitative teaching. This approach lends itself to the classroom for two basic reasons. First, facilitative teaching provides an environment

for individuals to freely search for and discover their personal and professional identities as well as to increase their knowledge of a subject discipline. Second, facilitative teaching can foster more positive behavior by faculty toward students. Although it is clear that many instructors already emphasize facilitative teaching as a matter of course (even if they do not refer to it by that name), it is hoped that all faculty will build upon this foundation and enlarge the practice of facilitative teaching in the classroom.

Facilitative teachers exhibit several characteristics typical of persons in the helping professions (e.g., nurses, priests, counselors).[4] These characteristics are listed below with no particular order intended. In brief, facilitative teachers are those who:

1. reach out and "touch" other persons.[5]
2. direct their efforts toward improving verbal and non-verbal communication between intimates and non-intimates; bridge-building between persons represents their primary concern.[6]
3. acknowledge the importance of self-disclosure in personal and interpersonal growth.[7]
4. strive toward self-actualization; that is, commit themselves to fulfillment of individual potential.[8]
5. demonstrate an awareness of the requirements entailed in personal relationships and task relationships.[9]
6. build supportive, authentic, empathic, accepting, and trusting relationships.[10]

7. concern themselves with creating persons who are simultaneously interdependent and self-dependent. [11]

8. promote and enhance the personal growth of students in the classroom. [12]

9. spur the enactment of linking, living, learning, and loving connections among persons. [13]

10. stimulate personal and professional growth; foster the traits of serenity, sensitivity, and serendipity. [14]

It is now necessary to examine the psychological theory and pedagogical principles that undergird the concept of facilitative teaching. The psychological theory supporting the notion of facilitative teaching has emanated largely from the work of "third force" psychologists in psychotherapy. [15] Specifically, the pioneering achievements of Carl Rogers and Abraham Maslow have furnished important insights into the self-actualizing person. Moreover, Arthur Combs has made a monumental contribution to education by translating the goal of psychotherapy -- becoming a self-actualizing person -- into a major goal of the educational process.

Rogers emphasizes the importance of the facilitative process in identifying various roles for the self-actualizing person in the classroom. He cites two characteristics that directly relate to facilitative teaching: individual openness to experience and acceptance that a person is ever-changing, flexible, and adaptable. [16] In this context, Rogers argues that the "optimal person" is one

who enables [facilitates] others to become fully functioning persons. [17]

Although Maslow shares Rogers' view of self-actualization, he suggests that fully functioning persons:

> ... have developed or are developing the full stature of which they are capable [in that] they respect and esteem themselves and others; have a deep feeling of empathy, sympathy, and compassion for human beings; and have deep interpersonal relations with others. [18]

Maslow further argues that fully functioning persons value their own worth and respect the dignity of others. Of great importance, the self-actualizing person engages in intimate relationships with others. Thus, Maslow assures us that such persons naturally perform a facilitative function not only because of their intense liasons with others, but because they promote the growth of the actual and potential in others. [19]

Combs maintains that "man is fundamentally motivated by the maintenance and enhancement of self." [20] Not only does man accept himself and others, but he is "able to accept other perceptions into his awareness." [21] Therefore, Combs reasons that the secure person can effect change in personal meaning for another individual by simply altering that person's perceptual field. [23]

In the Florida Studies in the Helping Professions, Combs and his associates recently published the results of their investigations into the "workways" of profes-

sional helpers. They found "a high degree of similarity in the perceptual organizations of good workers." [26] Because these professional helpers appeared to hold common perceptions and beliefs, Combs and his associates constructed five heuristic categories which reflected the characteristics of effective helpers and attempted to describe how each of these helpers functioned within that framework. This perceptual framework encompassed the following five categories:

1. the helper's belief about his subject matter.
2. the helper's view of what people are like.
3. the helper's own self-concept.
4. the helper's own purposes, those of society, and those related to his task.
5. the helper's approach to the task. [27]

The second and third categories are particularly relevant in terms of facilitative teaching. In the second category, helping persons perceive others as possessing the:

> ... capacity to deal with their problems; see others as being friendly and enhancing; see others as being of worth and possessing an integrity which must be respected and maintained; see people and their behavior as developing from within; see people as being creative and dynamic; see people as essentially trustworthy and dependable; see the behavior of people as being understandable; and see people as potentially fulfilling and enhancing to self as well as an important source of satisfaction. [28]

Moreover, Combs and his associates assert that the helper's self-concept (the third category) provides a prominent link in the entire helping process. They contend that a helper:

> ... identifies with other people, sees himself as enough and feels basically adequate unto himself; trusts himself as dependable and able to cope with events; sees himself as likeable, attractive, and wanted; and sees himself as a person of consequence, dignity, and worthy of respect. 29

These observations confirm the importance of self-concept in the larger instructional rubric of facilitative teaching. In the past decade, the body of literature supporting the concept of facilitative teaching has mushroomed. Research in perceptual psychology conducted in the 1960's and 1970's at the University of Colorado and the University of Florida, have corroborated the findings reported in the Florida Studies in the Helping Professions. In fact, the results of this research exceeded the original expectations of the investigators. [31] For example, Joe Wittmer and Robert Myrick recently published an important volume in which they advocated the adoption of facilitative teaching as a viable instructional approach. In brief, they maintain that supplying the conditions for freedom in the classroom can enhance personal growth, promote learning about subject matter, and foster positive relations between teachers and students. [32]

Wittmer and Myrick make three assumptions regarding

facilitative teaching. First, they suggest that a teacher should begin where his students are psychologically and academically, not where they were yesterday or where they ought to be tomorrow. Second, they argue that every teacher and student can successfully learn and implement the principles of facilitative teaching. Third, they maintain that human beings can profit from their mistakes; that they are not necessarily condemned or imprisoned by them. Rather, each new day brings with it a spirit of renewal. A popular poster best expresses the rationale behind facilitative teaching: "Today is the first day of the rest of your life!"

In essence, Wittmer and Myrick posit a concentric spectrum of facilitative responses for students and teachers to augment their personal growth. The spectrum ranges from the least facilitative response -- advising and evaluating -- to the most facilitative response -- reflecting upon and understanding feelings. As the behavioral responses generate a deeper understanding of a person's feelings, self-growth occurs because that individual becomes more facilitative. Of course, it is obvious that a reciprocal relationship exists between the level of the facilitative response and the degree of personal growth. [33]

Similarly, facilitative teaching develops in three stages: "been," "being," and "becoming." Each stage symbolizes metaphorical categories which incorporate man's

historical experience with the notion of becoming human. "Been" represents the past, the dead, and the nostalgic; it is a there-and-then world that has vanished. "Been" is a closed and non-germinating state in which non-facilitative persons fail to take root and grow. "Being" comprises the present, the here-and-now of the contemporary world; it is, at once, a blend of life and death as well as the threshold between "been" and "becoming." "Being" is the coming together of facilitative and non-facilitative persons. During this union, a simultaneous blossoming and wilting occurs. "Becoming" symbolizes the future, the anticipated ideal of a time yet to occur; it is a crystallization of scenarios in the hither-and-yon. "Becoming" is each person attaining full bloom and growing as a facilitative body. In a word, it is a synergistic process in which persons come together in spirit and join an unofficial facilitative community which is self-supporting, self-enhancing, and self-perpetuating.

What follows are several structured human relations exercises which encompass four important areas: building trust and support, developing facilitative skills, establishing emotional commitment, and fostering helping relationships. These exercises are designed for various levels of interpersonal relations that have significant implications for facilitative teaching. In a sense, these exercises comprise a form of do-it-yourself "in-

terior decorating" for personal growth in the classroom.

Before describing each of these exercises, it is essential to remind the teacher of the following rules. First, a teacher should carefully consider the character of his students before "diving into" any specific exercise. Second, teachers should permit wide latitude for students to respond freely in a non-threatening environment. Third, participation in such exercises should be on a voluntary basis. Fourth, a teacher should pre-determine the goals of each exercise so as to establish their relevance to the class in question. Fifth, teachers should not slavishly perform the same exercises year after year without modification. Instead, they should attempt to design new exercises which reflect the realities of their own experiences in the classroom.

With these observations in mind, we will move to the first exercise, which is called the "trust and support circle." In this exercise, five or six persons form a circle and one person stands in the middle. The person in the middle stands erect and stiff and, with his eyes closed, falls in any direction. The members of the circle support each other in that they gently push the person in the center back toward the middle or pass him gingerly along to other members of the circle. Although this exercise can create apprehension on the part of the individual in the middle, the strength

of this exercise lies in its development of security for the person in the middle and demands a sense of solidarity on the part of those comprising the circle. [35]

A second exercise involves learning how to be facilitative. In this exercise, the group is divided into triads. Each member of the triad selects a role as facilitator, talker, and observer respectively. The talker speaks to the facilitator for three minutes concerning his negative feelings toward the group. While the facilitator encourages the talker to express his feelings, the observer watches the facilitator and records his comments on a facilitator's "score card." All members of the triad are required to play each role as described above. Similarly, each person will receive an evaluation of his role as facilitator. This exercise is designed to emphasize the importance of two-way communication and help foster the development of self-disclosure. [35]

A trilogy of exercises constitutes the format for exploring personal feelings. The first exercise deals with a series of situational accounts about which persons express their feelings and, in turn, observe these feelings in others. Assistance in identifying and responding with appropriate terminology is provided by the "Vocabulary of Affective Adjectives" which accompanies this paper. [37] A second exercise focuses on the

body language involved in the expression of feelings. Each individual plays the role of a specific feeling and exhibits that feeling by facial expressions and hand gestures. The person will then identify the body language associated with that particular feeling. [38] The third exercise in this trilogy consists of drawing a personal lifespace by tracing an outline of one's body shape on a piece of butcher paper and crayoning in the lifespace with "here-and-now" colors. Individuals may permit others to color in their lifespace in terms of that person's perceptions. [39]

The final exercise seeks to promote self-disclosure in the teaching-learning process. Here, the group is divided into triads. The first member of the triad is instructed to disclose his views on such controversial subjects as pre-marital sex, abortion, women's liberation, etc. Simultaneously, the second member of the triad is asked to respond to these views with his own on the same topic. He continues to respond in this manner until the halfway point of the conversation at which time he begins to withhold information. This phase continues until he is merely soliciting information. The third member of the triad will act as observer and help process the verbal and non-verbal behavior that results from non-disclosure. [40]

FOOTNOTES

[1] Gerald Weinstein and Mario D. Fantini. Toward Humanistic Education: A Curriculum of Affect. (Praeger, New York: 1970).

[2] According to "third force" psychologists (specifically, Carl Rogers, Abraham Maslow, and Arthur Combs), the self-actualizing person is synonymous with the fully functioning person or the person who efficiently uses his/her potential to the fullest.

[3] Cecil Patterson. Humanistic Education. (Prentice-Hall, Englewood Cliffs, New Jersey: 1973), p. x.

[4] Arthur W. Combs. Helping Relationships: Basic Concepts for the Helping Professions. (Allyn and Bacon, Boston: 1971), p. 10.

[5] John Powell. Why Am I Afraid to Tell You Who I Am? (Argus Communications, Chicago: 1969).

[6] Carl Rogers. Freedom to Learn. (Charles Merrill, Columbus: 1969).

[7] Sidney Jourard. The Transparent Self. (D. Van Nostrand, Princeton: 1964).

[8] Abraham Maslow. Toward a Psychology of Being. (Van Nostrand Reinhold, New York: 1968).

[9] Alfred Forman. Teachers and Learners: The Interactive Process. (Allyn and Bacon, Boston: 1974). Also Gene Standford and Albert Roark. Human Interaction in Education. (Allyn and Bacon, Boston: 1974).

[10] George Gazda. Human Relations Development. (Allyn and Bacon, Boston: 1974).

[11] Everett Shostrum. Freedom to Be. (Bantam, New York: 1974).

[12] Joe Wittmer and Robert Myrick. Facilitative Teaching: Theory and Practice. (Goodyear, Pacific Pali-

sades, California: 1973).

[13] David Thatcher. Teaching, Loving, and Self-Directed Learning. (Goodyear, Pacific Palisades, California: 1973).

[14] Richard Curwin and Barbara Fuhrmann. Discovering Your Teaching Self: Humanistic Approaches to Effective Teaching. (Prentice-Hall, Englewood Cliffs, New Jersey: 1974).

[15] Frank Goble. The Third Force. (Pocket Books, New York: 1970).

[16] Carl Rogers, op. cit., pp. 164-166.

[17] Cecil Patterson, op. cit., pp. 24-25.

[18] Ibid., pp. 25-27.

[19] Abraham Maslow, op. cit., p. 10.

[20] Arthur W. Combs, op. cit., p. 11.

[21] Ibid.

[22] Ibid.

[23] Ibid.

[24] Ibid., p. 16.

[25] Arthur W. Combs. Florida Studies in the Helping Professions. (University of Florida Social Science Monograph No. 37., Gainesville: 1969).

[26] Arthur W. Combs. Helping Relationships: Basic Concepts for the Helping Professions. (Allyn and Bacon, Boston: 1971), p. 11.

[27] Ibid.

[28] Ibid., pp. 11-13.

29 Ibid., pp. 13-14.

30 Arthur W. Combs. The Professional Education of Teachers. (Allyn and Bacon, Boston: 1974).

31 Ibid., p. 22.

32 Joe Wittmer and Robert Myrick, op. cit., pp. 3-4.

33 Ibid.

34 This exercise is more popularly known as the "trust circle."

35 Gloria Castill. Left-Handed Teaching. (Praeger, New York: 1974), p. 128.

36 Joe Wittmer and Robert Myrick, op. cit., pp. 111-113.

37 George Gazda, op. cit., pp. 66-69.

38 Ibid., pp. 21-23.

39 Mary Greer and Bonnie Rubinstein. Will the Real Teacher Please Stand Up? (Goodyear, Pacific Palisades, California: 1974), p. 11.

40 This exercise was inspired by the work of Sidney Jourard in his book, The Transparent Self (see footnote no. 7).

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A PAPER ON

INTERNAL AND EXTERNAL

PUBLIC RELATIONS FOR EDUCATIONAL INSTITUTIONS

ENTITLED

ATTITUDE, ATMOSPHERE, ADVANCEMENT AND AFFIRMATIVE ACTION

PRESENTED FOR THE

6TH ANNUAL INTERNATIONAL

INSTITUTE ON THE COMMUNITY COLLEGE

AT LAMBTON COLLEGE, SARNIA ONTARIO

JUNE, 1975

BY

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Benton Harbor, Michigan

ATTITUDE, ATMOSPHERE, ADVANCEMENT AND AFFIRMATIVE ACTION

Positive and favorable attitudes are contagious and can decide the atmosphere in any institution or organization. Such attitudes do much to advance in any emphatic way, the advancement very affirmatively, of the whole purpose of the institution wherein these attitudes are found.

Action can be of many kinds and in many directions. Here let us deal with the affirmative actions of the people who are a part of an organization. Let's primarily look at the internal results of positive, affirmative attitudes and actions, and secondarily let us look at the external affects of such attitudes and atmosphere. The reason I say, or use the word Action, is that action does truly speak louder than words. Educators are in one way or another "Change Agents" and that term denotes Action - the doing of something - hopefully positive, affirmative, favorable, for the good. This reponsibility; for it is just that, and all those connected with education no matter what their duties - professional, supportive, service-oriented or what; do automatically have this serious responsibility, to do something positive! The reference here to affirmative action is not based on the currently active programs dealing with equal opportunity in regard to race, religion, national

origin, sex, age, color, disabilities, veterans, etc. There are many very positive things happening in that great effort, and in no way do I intend to deter that effort or movement.

My reference to the affirmative action phrase is meant to deal with your and my attitudes toward life itself, our occupational endeavors, our institutions - both public and private - and a whole gamut of people and organizations that we all come into contact with regularly.

This whole concept is applicable to all groups and group activity. In a way it has to do with the phrase, and also the title of a famous book - "The Power of Positive Thinking" by Dr. Norman Vincent Peale - however, it goes far beyond just thinking! This concept requires ACTION! Positive action, and yes even more than that. Perhaps it can or does go as far as DEDICATION to the total concept of improving our own life and the life and atmosphere surrounding us all, in every place we spend our daily time awake. As stated above, we should look at two areas of affect of Attitude, Advancement, and Affirmative Action. One is the internal affect and results within our own institutions. The other is naturally then the external affects.

I. Internal

All those connected with education should be involved for the total staff in one way or another does have some effect on the end

result. Each person in his or her own way have some effect on every other person they come in contact with. Their attitudes show; they tell you something about that person, and we might interpret that to also be telling us something about the institution itself. And isn't the real character, the personality of any group or institution, the sum result of your contact with the people in or from that institution? Buildings and Grounds are important too, but the people - all the people - within that institution form, act on and react to, and portray the elusive thing we call atmosphere of the organization. Each person who comes into contact with an institution will meet different staff people and in different settings.

Just think for a moment of the varied outlook, frame of reference, and hence impressions of the following persons who might visit any educational Institution.

A NEW STUDENT	AND/OR	PARENTS OF A NEW STUDENT
A VISITING STUDENT		
A PROSPECTIVE STUDENT		
A FORMER STUDENT		
A VISITING PROFESSOR	AND	SPOUSE
OR A SALESMAN		
OR HIGH SCHOOL CLASS		
OR A GRADUATE STUDENT	OR	BUSINESS EXECUTIVE
A COLLEGE TRUSTEE	OR A	MINISTER OF GOVERNMENT
A PART-TIME INSTRUCTOR	OR	MINISTER OF A CHURCH
OR A SENIOR CITIZEN	AND	CIVIC CLUBS

and so on and on - -

Does this then mean that everyone should have or develop this positive attitude, this active, affirmative atmosphere, the advancement of the concept? Yes, I believe it does.

Now let me give a true life example -

Once there was a Community College and it has been in existence for a quarter of a century, with the traditional birth, sporadic growth, usual growing pains, and a very fine amount of success and a few failures in all of its many endeavors. It was a successful college. There were in this process a number of changes, strains, and pressures. Then one day the faculty went on strike. It was finally resolved and everything settled back to nearly normal. The faculty felt they had won. There were before and after this time a fair amount of turnover of administrators, and some, of course, of the faculty, many secretaries, and some maintenance people. There was considerable student and community concern during and after the strike. Some number of years elapsed and then pressures started building up and there was another faculty strike. Again the students and community were involved, concerned, and it was traumatic for all. Later the college resumed a nearly normal operation with a considerable number of newly hired faculty. The next year was one of uneasiness and concern for all.

Then as time went on, near normality returned; the new faculty, along with the few former faculty who returned, all set about the task of providing quality education to the community. A new atmosphere developed. New attitudes were evidenced. The entire staff started showing a more positive, an affirmative, attitude. There evolved much more involvement. Action increased at all levels to not only recreate, but to improve the institution's image with students and the community. Affirmative ideas, suggestions, new methods and techniques as well as new courses and programs of an improved and updated nature started flowing forward - outward - upward. Students - Faculty - Administrators - Secretaries - Maintenance Personnel - Cafeteria - Bookstore -- all of these became more friendly, relaxed, and open in all manner of dealings one with another. In fact, a new program or thrust was initiated throughout the institution to promote and undergrid this new atmosphere - it was called simply "Collegiality." It took time and no one can say it will last forever, or again it may even grow and improve. For now and hopefully for a long time to come the spirit of collegiality will prevail and grow. It is indeed great to associate and work with these people in this truly affirmative, active atmosphere. Good things are happening because of the greatly improved attitudes, including the ad-

vancements of quality education. It is almost complete change to a nearly universal atmosphere of affirmative action. You and I could probably give many other, different, or individual experiences of a similar nature. Perhaps if time permits later, we can share such positive knowledge with one another.

II. External

Community Colleges are indeed of, by, and for the Community or area they serve. In all educational history, Community Colleges are probably the most responsive to the needs and desires of the community. They very closely approach the Greek system of a community of scholars. They are near the ideas expressed by Thoreau on education in his "Walden."

What is the relationship today between the "internal" atmosphere of the Community College, and the "external" atmosphere of the Community? Having visited a few Community Colleges, it appears to me that they tend to a great extent to "mirror" the community where they live. In fact, I believe that those community colleges which have strayed too far from the needs and desires of their community have experienced problems, or will. Luckily for all, this relatively new movement in educational history has in the 50's - 60's - and now in the 70's, made

great efforts to be both responsive and responsible to their support base. As explored in the section on "Internal," let us here again take a few moments to look at some college - community relationships, reference points and image makers -

Taxpayers - (Everyone) - the "Public"

Other Governmental Agencies, local, state and federal

Other Community Colleges and Universities

Job Applicants

Area School Boards and Teachers

Area Business and Industry

Police and Fire Departments

Health Care Facilities

and so on and on -

Down to some specific examples, here are a few that I have experienced. First, let me say that it is my firm conviction that the leadership and example for this desired atmospheric attitude must be generated at the very top of the organization whether we refer to "internal" or "external" groups. All of us tend to follow the example or "pattern" of our "boss," many times even without realizing it ourselves. This is particularly so if our boss is a respected leader or a strong leader type. However, never forget that possibly to someone

you may be a leader - their leader - or at least a person they "pattern" after.

Another general comment before going into some specifics, is that almost every employee of any organization helps set, and also helps display to those outside the organization, the atmosphere, the attitude, affirmative or negative of the organization. That fact is why it is more important to your fellow employees and the public, that each and every employee have and demonstrate the best possible positive attitude and affirmative, active advancement of the atmosphere of being for the organization.

Now to be more specific - there is a company in Michigan in a small city, and almost everyone in that company and in the city, speak very positively about the company, its officials, and its conduct as a "good citizen" of the community. This atmosphere did not just happen; it has been created by years and years of developing the positive and affirmative atmosphere that this paper is all about. It is truly a catching condition, and those who join this company soon get caught up in the feeling that permeates all levels and areas in the company. I spent seven years with this company and living in this city, and it truly works for them.

Such an atmosphere exists in other forms in other organizations and you may know of some educational institutions where it is a

way of life. Unfortunately the adversary relationship that usually develops from bargaining for wages and working conditions tends to destroy this atmosphere or at least deny its growth and complete development.

It should not, for if the institution advances, grows, and is healthy so most likely will most of its employees. Hence, you see the affirmative atmosphere can help even in the bargaining process.

Another specific example is a Canadian Community College that I visited several months ago. The total faculty and administration that I came into contact with, all exuded a powerful and positive attitude about their institution. Oh they were realistic and admitted their shortcomings but, they were very affirmative about the results and outcome of such experience. They were supportive of each other and their advancement of the goals and objectives of the institution. They openly expressed their enthusiasm. They gave me and many other visitors on their campus the feeling that together they were doing many positive things, and that they all were going to do more and better things in the future. You could not help getting a great glowing feeling as you "breathed" their atmosphere. Some time later when one of the staff from this Community College visited another Community College in

the states in a consultant role; the same positive atmosphere was eveident and "rubbed off" on those he worked with and spoke to. It really did!

One more example is when another Canadian Community College invited me to visit their campus as a consultant. There was from the very beginning a warm, friendly atmosphere and it was obvious. Even as several meetings proceded and we discussed openly and frankly the several problems they had invited me there to research and develop a course of action to resolve - the positive, affirmative attitude expressed itself in several ways and by many participants. In their concerns their was a constructive enthusiasm to improve by positive action the very institution they were critical of - their own.

After almost two days it was so evident, that they were anxious to truly be "change agents" that the very atmosphere was charged by an almost electric feeling. It just had to be felt by others and, there will be, I'm sure, a great advancing, changing, affirmative action take place soon on that campus.

SUMMARY

Internally, externally, publicly and privately, the power of the affirmative atmosphere creates advancement and action and improves the attitude of all who come into contact with the staff, individually and as representatives of the institution.

No public relations person, regardless of the amount of expertise he/she may have, can do as good a job, as the expressions of the positive atmosphere by all the many and diverse people who make up an institution. Remember they have a great variety of community contacts in the normal course of living, working, and playing.

Lastly let me say, it is simply the personal commitment you and I can make to ourselves and our fellow citizens, both in and out of our own institution, that engenders the wonderful affirmative, active, advancing, attitude. of the premier organization and its glowing atmosphere that can truly have the effect of an AURORA BOREALIS on you and on your entire Community.

AN EXERCISE IN PARTICIPATORY DEMOCRACY: BENEFITS AND COSTS

CEGEP Dawson, Montreal, Quebec

A paper prepared
for the 6th Annual International
Institute on the Community College

Lambton College
June, 1975

1. Introduction: The CEGEP

2. Background
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   b) Special Characteristics

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6. Additional Comment
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   b) Meaning of Public Education
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7. Conclusion
   a) What Has Been Accomplished
   b) What Has Been Left Undone

1. Introduction

Three years ago I spent a week at the UNESCO offices in Paris. I went for new ideas, new records of others' experience, and I talked for a week to a variety of educators. I was surprised to find that everyone believed in new forms of education as dynamic expression of social change but no one could name a place where people had reached out, even risked, as much as Dawson College had - to test the assumptions of participatory democracy, to state a philosophy, to make structural and curricular assumptions and to develop methods to apply and readjust these items as we proceeded. I went to Paris for new ideas but found myself spending most of my time describing what we were doing at Dawson College.

The detail of application and readjustment of method is probably the most important of our goals, since the experiment should imply change and a willingness to accept the chaos, the threat and the uncertainty that go with it. No institutions would find it easy to bear the continuing uncertainty that this kind of effort requires. Our major advantage was that we were starting a new college. It was at least easier than trying to adjust or patch up an old one.

We are now in our sixth year of operation and are being forced to examine where we stand and where we are going. Are the benefits what we hoped for? Are they worth the cost we have paid - and by costs, I do not, at the moment, mean financial costs but emotional ones.

2. Background

For those of you who are not familiar with the Collèges d'Enseignement Général et Professionel let me review briefly - a short history and certain special characteristics of the system. Late in the 1950's anxiety was mounting over the number of failures and drop-outs of first year university students. It was felt that the bridge between high school and university was not satisfactory and perhaps the quality of education at both ends was unrealistic in a society that showed signs of change.

a) It was a new kind of world with the baby boom bulge in population moving into high school, and with a great flow of population from rural to urban areas, accompanied by rapid industrialization. In a province like Quebec, caught up dramatically in many forms of social change it was interesting that planners in education matched this drama.

After two years of intensive travel and study the Parent Commission published its Report in 1964, one of the most outstanding, perhaps the most remarkable, documents on education, ever published in North America. In 1967 the first French-language CEGEP opened and in 1969 Dawson College, the first English-language CEGEP was opened.

b) The implications of the Parent Commission report seemed clear. There was to be an interim type of education after high school, free for all students with secondary V, the only route to university in Quebec, and to many specialized occupations. It was to be a generalized kind of education, a time to pause and consider a variety of kinds of learning and knowledge before committment to university specialization or to career and technology applications. Whichever stream the student chose, he would have some exposure to the subject matter of the other. The fact that this education was public and free of fee had automatic democratic assumptions.

Ideally the plan could not be faulted. It had enormous benefits. The implementation has been problematic, however. The difficulties have been mainly those of our society's expectations. There has been a strong persistence of the traditional value system, including the training for occupation with attached livelihood, the prestige connotations of university training (especially among those who had aspirations for upward mobility), and a view of the educational structure as a system for weeding out the 'less worthy' and the establishment of élites. It is easier for example to have a conscience about the educational needs of the masses in Africa than it is about the needs of the masses in our own inner-city jungles. The new Parent concept of education was dramatically democratic but the application was less so. Democratic ideas match our kind of society only to a point. The benefits of equal rights and equal opportunity are powerful but the costs to be paid for a capitalistic, class-oriented, free enterprise type of setting are evident.

In the plans to put the report into operation there was influence from university, high school, professional associations, parents' associations, and the like, each with its own specific interests in mind.

There was, and still is, nothing wrong with the idea. In fact it seems increasingly apparent that it predicts the needs of the future. But the application has been more difficult than envisioned. Participants were and still are unequally informed and uneven in vision.

There has been more confusion than expected in the linkage of the new form of general education with the specialized goals of high school and the university. Communication has been non-existent or imperfect in attempting to explain the new concept. The introduction of the concept in itself has posed much more threat than educators expected. Re-consideration of curriculum seems to pose, not a change of goal or basic concept, but more detailed attention to evolving bridging-mechanisms for better communication and new methods of implementation.

3. The Experience: Two Themes

There is an implied set of theoretical ideas in the preceding comments. They are political and economic in nature and related to much of the literature that social scientists know. Specific educational theory, that is specific middle range theory related to our experience, is harder to identify. In my search of the literature I find two themes based on two theoretical areas that seem to reflect and give insight into our unique stance. They identify aspects of the innovative educational process and may be useful.

Merton has written of the "unexpected consequences of purposeful action". Certainly every teacher and administrator is well aware, through experience, of the meaning of this idea. We took certain decisions, made certain options, but were surprised very often at where they led us. The second theme concerns the yearning for meaningful relations or primary group identity that every individual has in the types of complex organization that modern society breeds.

When Dawson College opted for participatory democracy it opted for continuing change with connotations no one had the originality to imagine. Since the status quo is the product of consensus (or near consensus) on solutions to problems that will work for the most of the people the most of the time, the initiation of the conflict required to suggest change in colleges like Dawson College may then always fall on a few people. These few may be students or faculty (not often administrators). They are not representative of the total group in point of view nor are they elected to represent the group officially. However the claim, established by our option that "anyone has a right to speak anywhere, anytime, about anything" holds. Unless these few have a highly developed and sophisticated sense of social responsibility a brand of paternalistic fascism can emerge. This basic development was not anticipated. For example, normally a

teacher does not comment on the organizational problems of registration. We did.

In selecting faculty for this college in 1969 there was available an unusual number of talented dissenters. There were draft evaders from the United States, there were militant students (some of them well over 20 who were much interested in evolving a college), and there were restless wanderers who had taught in many places, always searching for the place which would accept and apply their ideologies.

For these latter, Dawson College was to be the place of fulfillment. It transpired that after struggling in many places to establish their beliefs they were sure they knew what people should believe and do. "Be free the way I am free or you aren't free" became their theme. In many instances where an effort was being made to establish routines by democratic process there would be volunteers "to get the job done". There was no understanding of the possibility that failure to get the job done might teach more at that moment than the alternative result. This phenomenon was not anticipated.

The stamina required for coping with these types of phenomena is beyond the ability of many, and almost everyone falters on occasion. Many of those people who had been most enthusiastic about the idea and the evolution of its application collapsed, retreated to their classroom and office after a few months when they disagreed with, or were shocked at, results that were unexpected. At the very moment when they could have used their new knowledge constructively they disappeared. Similarly, unlikely people emerged who could cope with the frustrations that our loose structure produced. No one guessed, themselves included, that they had these strengths. The emergence of both types was unexpected.

The longer the College operates the more golden the first and founding year becomes. Some do not remember it that way except that this yearning

does reflect the importance that was vested in belonging to a small and inspired group who opted for a common cause. Every organizational guide or rule introduced since that year, by the government or internally, is fought and opposed as a threat to the original meaning. Actually that year was much more 'golden' for the faculty than the students. A few of the latter are still trying to straighten out their transcripts.

The two themes of unanticipated consequences of purposeful action and the search for primary group identification in a complex society are exposed in everything we have discussed, fought for, or against, for six years.

4. Benefits and Costs

a) The Philosophy.

Returning to the thrust of this paper, what was the basic philosophy on which Dawson College was to operate? The Parent Report implied more education for more students of a better kind. How close have we come to this goal and what have been the costs?

Although we knew, when we opened in 1969 in a made-over drug factory below Dorchester Street in Westmount, that we were to develop a college that was an expression of the English language and culture, the details were more than vague very often. We were to operate as a "total community" with great emphasis on participation from all segments of the college community in decision-making, an important and, we felt, necessary educational device. This experience of participation was to be a very real and significant training for life in a rapidly changing society.

We still have this philosophy because we still believe in it. But political climate changes, economic climate changes, and in consequence

temperament and desires and opinions of students change also. Student-teacher parity, for example, was a college-wide issue when Dawson College opened. Now students are more interested in traditional educational goals, and instead of wide concern about how the college is run they are more concerned about what happens in the classroom. This means that new ways, in the classroom, must be devised for teaching student parity if we still believe in its importance - and we do. We are in a sense trying to teach from a political model. We have been requested to teach an experience of democracy through participation in college governance. This goal can only be defended for educational reasons - and then only when mechanisms are found to encourage (I avoid using the word "force") students to participate. Truly representative participation is the only justification for our inefficiency and chaos. Procedures are awkward and time consuming, but students who never spoke in a meeting will suddenly become effective and articulate. They have learned. They are, of course, experiencing in microcosm what they must face in the larger society. The process also provides a siphon for discontent. We have never had student disorders in Dawson. Everyone has a chance to speak his discontents when they arise. Similarly no good idea is ever put down. Anyone who has an idea will have a hearing. Although presented and experienced in imperfection, these are the "perfections" of a democratic society.

Given the assumption of more and better education for more people (especially the young), as outlined by the Parent Commission report, we have to examine how this assumption matches other aspects of our society. We are faced with questions. First, whom do we admit? If we cannot admit all, what are our priorities? What stress should be laid on various aspects of education? In other words what are we educating for - is it for occupation implying income, is it for life satisfaction and leisure, is it general education preparing students in an overall way to think, is it a step in life-long education, is it a programme designed to fulfil requirements for a diploma as a part of an organized sequence of studies, is it mass education with connotations of functional literacy and political

expectation? The answers to these questions have become less clear as we keep trying to apply our initial philosophical beliefs. Answers imply choices. Very often we have tried to combine the benefits of opposing choices and pay the cost of neither. Ultimate choices will not only affect our curricula but the nature of our social structure.

b) Curriculum.

In view of our new types of student and new kinds of goal in a changing world we still must keep asking what the curriculum should consist of. The original plan provided for a two-year sequence in Arts or Science (pre-university) and three-year programmes for those students who were preparing for high-skill level occupations in para-medical areas, business, industry, or socially oriented areas such as community leadership, social aid. The most important aspect was "the mix" in the common or obligatory courses - every student was to take a general type of philosophy (Humanities), and a course in English each term for two years. In each class it was expected that there would be students from each of the three streams. The idea was, and is a good one. It assumed equal potential, although not necessarily in the same area of learning, and equal opportunity with no fee beyond high school. It assumed a concentration of study in the pre-university streams towards Science or Arts with one course each term outside one's stream. The occupational stream was more structured. By implementing this kind of education beyond high school, and free of charge, obviously we had and have "more education". The plan was designed, however, for post-high school students. We have made special rules for those who have not quite finished high school. We have given limited opportunity to less successful students by allowing them to take four courses a term instead of six. We do accept students, over 20 years of age, who have had work experience of one year, even if they have not been to high school. But we have never really faced the problem of the hundreds of young people living in the areas where our schools are who have no skills and who never finished or even got to high school. We still must ask whether we are really meeting

the needs of our society with the restrictions we have had placed on us. Is our emphasis to be on life-long continuing education for everyone or only those who get a high school certificate? Must we teach the kind of subject matter that has always been taught and which perpetuates society's structure, or must we think in terms of non-school, de-school, new school, for the kinds of people who have not been interested in education before? It is difficult enough to try to be innovative within a system, but almost "unfaceable" to think of what education might be or should be. If CEGEP education is the only route from secondary level to university education, what accomodations must be made for changes to suit a greater variety of students than before? What real differences are there in the ability of students from families that we call disadvantaged? How much variation is there in level of ability from one area of the city to another - from the élite areas to lower-cost areas of the city? Should adjustments be made in subject matter according to geographic location? Is it possible to assume uniformity of approach in such a setting, or should difference of subject matter, techniques of teaching, and achievement standards be assumed? What is the meaning of democracy in education among populations with variation of income and opportunity? What would the results be if adjustments to meet these questions were made?

There are clear benefits in being able to offer a new type of education for a wider range of types of student but the costs lie in uncertainty about the decisions made, restrictions on the limits for admission to education for thousands who should have it, and finally in our inability to predict the future setting for, and demands on, post-secondary education.

c) Organization and Method.

One of the major organizational concerns at Dawson has been about admissions. Already more post-high school students are being offered more education, but what about the inner-city young people who are the special concern of Dawson College? For example, how far should we go in admitting special cases? It is obviously no kindness to allow poorly qualified

students in if the curriculum remains rigid and if we have no provision for remedial and upgrading kinds of instruction. Increasing population and limits on resources require much more careful planning on who to educate, how much education students should have and for how long a period. What is the goal of education - more skilled workers, more high science graduates, more university graduates, for teaching jobs? Many of the questions asked in other parts of the world apply equally here. There are not enough teachers and there is not enough money to educate everyone the way we have been used to educate some.

The introduction of any new educational system today reflects the totality of complexity of our society in change. The need for scarce highly specialized expertise is far beyond the budget available in CEGEP, and somehow "made-over" successful teachers who have a flair and taste for the global educational view are drafted into problem-solving and decision-making areas for which they have instinct but little training. Often we do not have enough skill or knowledge to articulate our problems well enough to ask accurately for the expertise we need. This is our basic organizational problem.

Added to the need for specialized expertise, and the budget to implement it, we have a second basic problem. Given our present organization, its youth, and the turn-over of personnel, our communication of fact, of requirement, and of applications needs perfection. Those who are asked to perform specific tasks and/or provide information often do not know the a) background for the task, they do not understand exactly b) what they are being asked to do, and they do not understand c) why they are being asked to do it. We need much more detailed information in all these areas (in fact, constant teaching in process); it must be provided promptly when it is needed and there must be mechanisms for continuing input and feedback. All these items imply more than usually high costs for secretarial help, printing and all kinds of communication services (buses, "runners", tele-communication devices, instant printing).

The flair for organization may be intuitive but there is not much basic knowledge for reliable prediction of needs in new settings.

Further, in the last year of our history in CEGEP there has been a series of disturbing organizational events, disturbing for teachers particularly. The suggestion of a general re-arrangement of our curriculum requirements and emphasis was introduced (the nouveau régime pédagogique), with little warning many felt. A general re-classification of teachers was begun which was especially threatening because classification is the only recognition of worth we have. We have no titles, no recognition of merit, and are only recognized by what we are paid. Nearly everyone received de-classification; nearly everyone saw his worth questioned. The third problem has been discussion of certification of teachers. Teacher training has always been questioned by many. It is associated with lower-school procedures. Teachers who thought they were hired for junior university see themselves being treated with the same restrictions as those in a high school. This is an exaggerated reaction perhaps, but understandable.

In spite of this array of facts and variables which could be called the costs of a new system I prefer to think of them as background to the accomplishments of six years that I think are benefits to the Montreal community in spite of their complexity. They point to the one great benefit we have had in being a new system. No structures are frozen and we have had six years of quite remarkable organizational innovation and continuing change. We now have buildings scattered from East Montreal near the new CBC building to Westmount where our original drug factory is located. Student numbers have risen to over 7,000 in 1975 from 1,200 in the first year, and we have almost 2,000 in special and evening programmes.

For those suited to change it has been an amazing "frontier" experience. We have faced the problems of a bilingual and bicultural society. We have sensed ourselves as a minority within a minority. We are faced with

responsibility to introduce teacher-student parity in all decision-making areas of the college. We have to be ready for constantly shifting emphases and accompanying readiness for pressured changes in curriculum, organization, and planning. The compensation for these complications is the constant stimulus of new challenges, arrangements, and relationships. No one may be suitable for any other job after exposure to these types of excitement. On the other hand perhaps no one should stay in such a system for more than five years. Exhaustion and even disenchantment, point to the need for a constant inflow of new people with new vigor and energy. No one may be <u>able</u> to stay long enough to become an expert.

It is possible that the people who have the most exciting time in such educational process are the administrators. They are best able to maintain a global view of events. Some, even many, teachers do have the stamina for non-structure and grow in strength, wisdom, and imagination. Others who thought they were free spirits retreat to a more ordered setting.

Quite obviously any CEGEP is trying and difficult for students who have been used to the structure of high school. It is a challenge to maintain the atmosphere of humanitarianism we think so important. Non-structure or limited structure can be threatening, and thus, sometimes destructive.

I felt five years ago that there was a tendency to expect the best of two systems without paying the cost of either. Today there is a greater realism and perhaps less fantasy. New attitudes bring new routines but again the problem is raised. What are realistic goals? What way should education be directed? Who will benefit most by it? Are we educating for jobs or for general training towards creative use of the mind, to be followed later by specialization?

5. A Set of Principles

a) Although, once stated, hypotheses for testing seem almost self-evident, it took us a long time to discover how to state them. Even yet we are not, for one reason or another, testing them and applying the results. They are all related to organization and its resulting structure and/or to communication.

b) We have certainly experienced the relationships of complexity of organization and the difficulties of communication. When we operated as an informal community of roughly 1200 people in one building we felt the sense of 'shared enterprise'. Everyone knew everything about everyone and everything in an informal way. There were very few rules and guidelines and almost no defined roles. There was frequent re-definition in terms of new needs or newly recognized needs. Each year we absorbed more students, new teachers, and endless new arrangements for extemporized accomodation. It became evident that 1) the more complex the enterprise the greater necessity there was for defined roles and relationships and 2) the more complex the enterprise the poorer the quality of communication. We began as a tribal village and we have become a fair-sized town, in six years, with inadequate budget and poor housing.

c) Many new educational ventures announce plans for flexibility and innovation. But couple these plans with increasing size of college population, numbers of buildings, and variety of offerings and you are bound for grief. Human beings can stand only so much uncertainty. If the teaching-learning setting is experimental the structure cannot be experimental also. The main reason for this inability is undoubtedly lack of information, that is, poor communication again. Thus, 3) the greater the organizational flexibility to change the more difficult communication becomes; and

d) with the above we conclude that 4) the greater the organizational flexibility the greater the tendency towards limited and structured teaching-learning settings. Unless this tendency is recognized there is a discernable

increase in level of anxiety, indecision, rumour, gossip, paranoia and other aspects that are most unpleasant.

e) Finally, in new systems it should be recognized that 5) the greater the complexity we have both in structure and curriculum, accompanied as they will be by increased levels of uncertainty and lack of ability to predict, the more the tendency to seek out, informally, some aspect of familiarity to determine decision-making. For example, we can state a theory of diminishing familiarity in hiring, especially administrators. Involving five variables affecting familiarity: language, Canadianism, religion, place of origin, type of experience in education, we look for individuals who will be reinforcing. One suspects that in English-language CEGEP we look first for a bilingual, English Canadian, Roman Catholic, born in Quebec.

Dropping one variable at a time we have the priority of demanding familiarity to: within Quebec English-speaking (2) to Protestant (3) to Roman Catholic OR Protestant (4), to Private Education (5) to Public Education (6) to Private OR Public Education (7), to outside Quebec an English-speaking person, Canadian or non-Canadian, Roman Catholic or Protestant, from Public or Private Education.

Considered in this context the tendency to hire friends or relatives in rapidly developing countries or areas is understandable. Everything seems uncertain, old patterns have gone, new patterns are slow to emerge. A measure of security is found in individuals that are best known and most familiar.

6. Additional Comment

a) CEGEP: Part of a Sequence

There are certain problems of CEGEP that are rooted beyond the boundaries of the system. A free post-secondary type of education designed for variety and general exposure to learning is, no doubt, an excellent preparation for life and even for specialized education to follow. But the problems of linking such a type of education to the high schools on one hand and the university, or highly specialized occupations on the other, has been unbelievably difficult. I could discuss this matter in endless detail. The basic problem is really one of a value system of education. Parents were disturbed by this new thing - was it 'for real'? Could you pretend it was not there? Students, counsellors and teachers in high schools could not get the basic ideas sorted out - and why should they try. They had planned to 'go to university'.

On the other hand universities were not used to the wide range of types of student now ready to enter. Professors were not at all sure the students were properly prepared to enter their university courses and there have been endless discussions of equivalences, over-lapping and so on. In instances like these statistics do not make very much difference. It is how people feel that counts.

As long as there are empty seats to be filled in the universities there will not be a great issue created between the two institutions, but if any imbalance occurs (and it may because we are uncertain of projections) the high feeling will be difficult to resolve.

b) The Meaning of Public Education

When the scope of education is extended for large numbers one must ask "how public is public education?"

Technically, everyone who graduates from high school with a Secondary V has a right to a seat somewhere in CEGEP. Similarly everyone who graduates from CEGEP has a right to a place in university, although not necessarily in a specific programme.

Beyond that, however, perhaps our first concern should really be for all those young people and all the mature people who did not graduate from high school. How can these people be served? How can they be reached? And what further education do they need and what will they accept?

A second problem revolves around the traditional value system with its prestige connotations relating to university education. There is an inclination in CEGEP to assume this system. But our new urban world with its heavy industrialization and demand for many types of service occupations requires specialized training at a high level. This emphasis is new and it has no value system and no tradition. How can students be helped to see that in these areas of training they can find new and challenging ways to employ themselves? Often the training is more exciting than anything I ever dreamed of. At present, however, many of these areas of training require higher high school graduation standing than that for pre-university Arts students. What must we do in the way of short term diploma programmes in specialized skills of a more restricted type for people who have had less schooling?

Finally, how are young teachers 'fresh out' of graduate programmes in university to be led to realize that CEGEP are not mini-universities? How can we perpetuate the best of university belief in a setting which is controlled much more in the manner of senior high schools?

One should ask one further question about "the bright student" as he has always been called - the one who was at ease in the traditional system and who now may feel he wastes too much time on general considerations and involvement with many types of student unlike those of his category. We

must ask ourselves whether we are making it clear that this free more nearly universal public education has aspects that make up to all students what some feel they have lost. It is not enough that we know it is better for him if he cannot see it himself. These are basic societal problems that we must grapple with.

c) A Model For Minority Operation

As time passes it becomes increasingly apparent that colleges that opened after Dawson (led by Vanier College) are following the same sequence of problems that we have had. This is true for the satellite campuses also: LaFontaine campus of Dawson College and the Snowdon campus of Vanier College. It seems that every unit is trying in its own style to develop a model for operation as a minority.

One way to make the attempt to develop this model is to embrace an attitude of rigid conformity. In the case of English CEGEP Dawson was directed to open a college which would reflect the English language and culture. We opened and began to operate on this assumption. But 'the word' was easier than 'the act'. Our efforts were I think not very well understood or accepted very often. The second college group observed this and I think has made every effort to obey the letter of the law: speak French, follow French routines and mechanisms for getting things done, pretend you <u>are</u> French, defer to all directives. And then find your teaching freedom within this structure and inside your own walls.

The other stance, which Dawson took in the beginning in good faith but afterwards perhaps because of conviction, requires an open-ended interpretation of laid on requirements - ignore some directives and re-interpret others, try to be yourselves and suffer consequences if necessary. Obviously one version of minority expression is more conflictual than the other. Both attempt to answer the problem of how to evolve an operational model. One thing is apparent: the only strength for English-language CEGEP, as it is for any minority, is found by working together rather than in conflict.

7. Conclusion

a) What Has Been Accomplished

At a meeting recently Paul Gallagher, who founded Dawson College and retired as Director-General in December, discussed what had happened in the CEGEP system. He said that the basic intention of the Parent report which required the opening of post-secondary institutions was to provide an intelligent informed democratic citizenry. We have to ask ourselves how near we are to realizing this goal.

Mr. Gallagher pointed out how important it is not to generalize about any one college, or two colleges, or the English system, or the French-English system, but he did put forward his observations on what the system as a whole has accomplished:

1. CEGEP have helped to correct the depersonalization of education at the higher level;
2. Every one of the CEGEP gives some participatory training;
3. All CEGEP have begun to challenge the worst aspects of academic standards.

b) What Has Been Left Undone

On the debit side he enumerated:

1. CEGEP were intended for more than high school graduates but we "have not got going on this";
2. CEGEP compromised with a sell-out on what CEGEP should and could be;
3. CEGEP were meant to be one of the instruments of democratization but they are still middle class in orientation.

Education after high school is better than it was, but not what it ought to be or could be.

THE 6TH ANNUAL INTERNATIONAL INSTITUTE
ON THE COMMUNITY COLLEGE

PROJECT
ARISTOTLE

WORKING DOCUMENT
JANUARY 1975

UPDATED MAY 1975

A COMPUTER-MANAGED TRAINING SYSTEM

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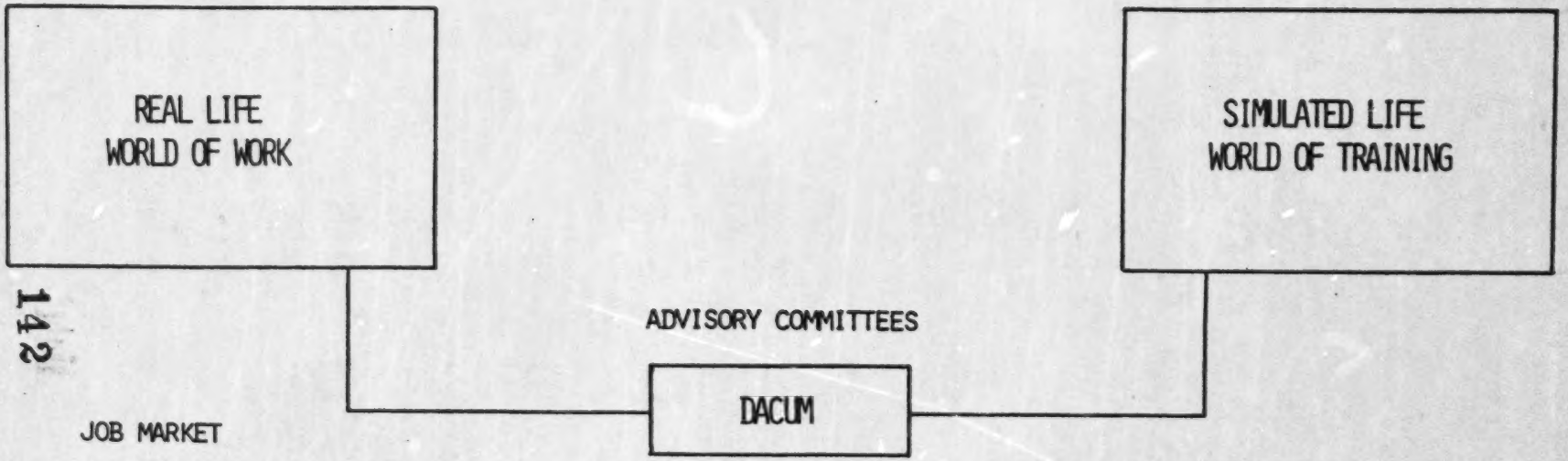
BASIC ASSUMPTIONS OF PROJECT ARISTOTLE

1. SYNTHESIS OF PROVINCIAL INNOVATIONS
2. DEFINITIONS OF TRAINING
3. TRAINING IMPROVEMENT PLAN
4. USE OF THE COMPUTER

VIEW OF THE TRAINING ENVIRONMENT



JOB MARKET

LABOUR MARKET

CCDO

OCCUPATIONAL CLUSTERS

MATRIX OF CAREERS

INSTITUTIONAL CENTERED

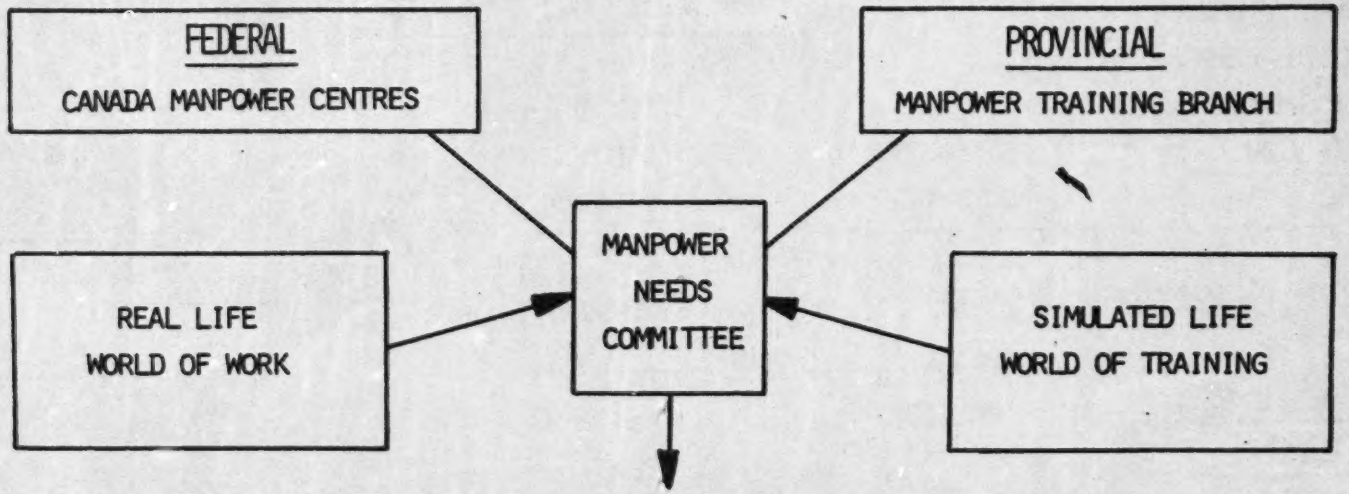
EMPLOYER CENTERED

CO-OP

PROGRAM DEVELOPMENT

PREPARATION OF PERSONNEL

AGENCIES INVOLVED IN TRAINING ENVIRONMENT



CANADA MANPOWER TRAINING PROGRAMS

APPRENTICESHIP

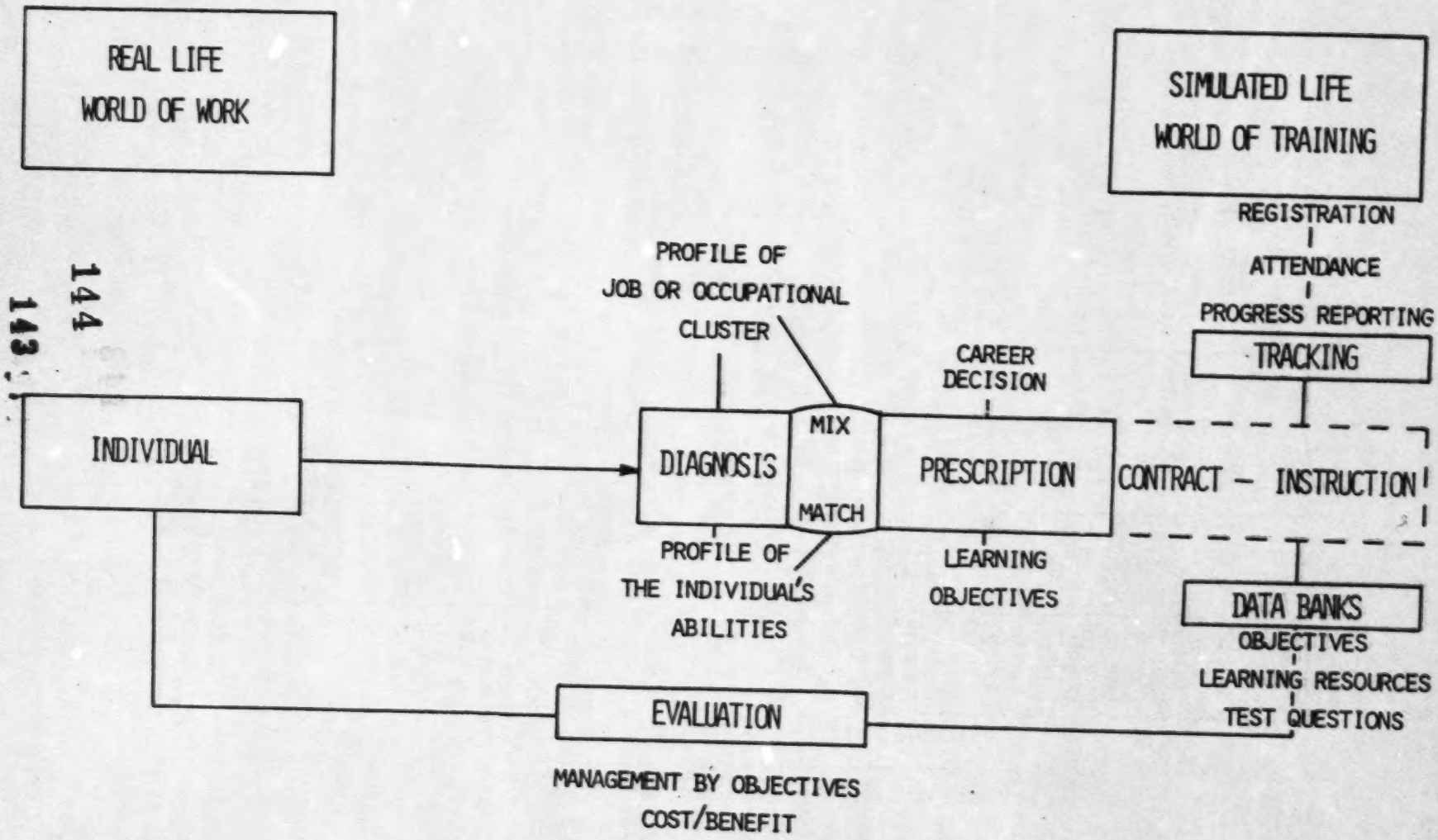
CANADA MANPOWER INDUSTRIAL TRAINING PROGRAMS

(UPGRADING)

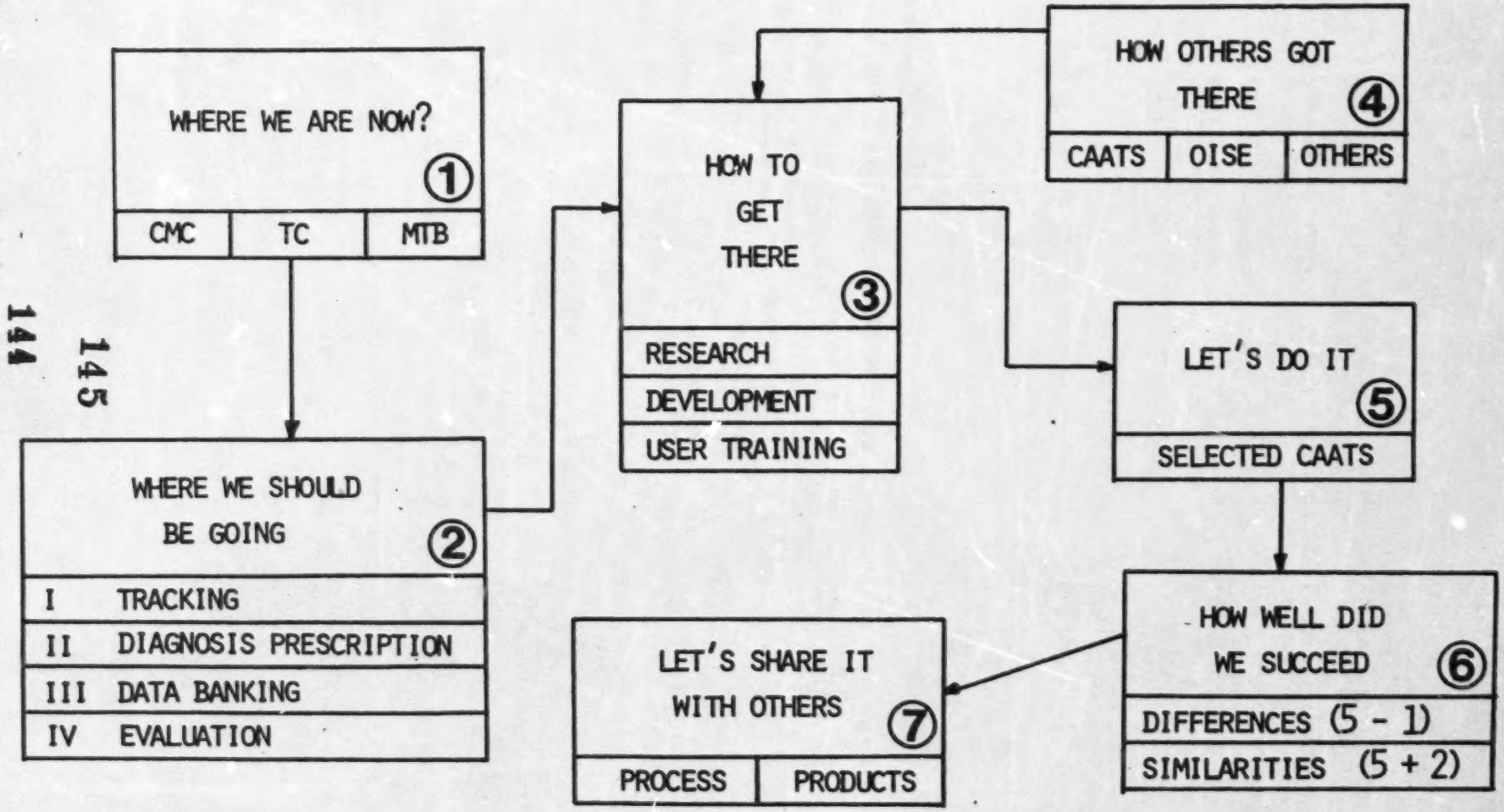
(SKILLS)

(ENGLISH AS A SECOND LANGUAGE)

THE INDIVIDUAL IN THE TRAINING ENVIRONMENT



THE GENERAL PROCESS



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Abstract

Project ARISTOTLE (Automated Retrieval Information System to Track and Optimize the Training and Learning Environment) is a systematic approach to analysing and synthesizing the training and learning environment in order to optimize the total operation's effectiveness and efficiency through the use of a computerized network of data bases.

The training and learning environment is defined as a System intended to fill the skill and knowledge gap between job market requirements and labour force capability.

By examining the present situation with respect to: Job-field requirements, testing of referrals and management of people, processes and things to provide particular skills and knowledges; then designing information systems to optimize these functions, a model for an effective and efficient training centre can be generated.

By integrating this synthesized model with existing training centre operations, a new implementation and operational model will be generated. It is this new model which is the primary product of the project.

There are two simultaneous sets of activities going on during the project. The total training system is analysed and a proposed set of functions for optimal operation are synthesized. At the same time parts of that system which can be computerized (including those subsystems which are already in existence and employ EDP) will be identified and integrated into a computer network.

Field testing will be carried out with respect to the following functions: student tracking and record-keeping, diagnosis and prescription, curriculum and instructional resource banking and evaluation of the whole system.

The general model produced will be capable of dissemination and the total system left open to additions and modifications.

Training Improvement Plan (TIP)

The Department of Manpower and Immigration has set aside, from within the Canada Manpower training program, an amount for the purpose of making available financial resources to provinces in order that they may undertake activities leading to an improvement in the effectiveness and efficiency of the Canada Manpower Training Program in all aspects. The following areas of present concern are: adult training methodologies, innovative training procedures, selection criteria and procedures applicable to persons to be trained, improvements in the training of instructors, occupational or task analysis, assessment of present training programs and implementation of pilot projects.

Under the auspices of the Manpower Training Branch of the Ontario Ministry of Colleges and Universities a proposal was submitted requesting access to TIP and outlining the problems, objectives, design and components, time schedule, methods of evaluation and the personnel. The working facilities and budget of the project would be managed through Humber College, Lakeshore Campus. They would be responsible for developing and field testing in co-operation with Colleges of Applied Arts and Technology and the College Bibliocentre.

The whole project - now named ARISTOTLE - would require two and one half (2½) years over four (4) fiscal years. The first two fiscal years of funding are being approved i.e. approximately half of the project is funded while the second half will have to be negotiated in the fall of 1975. ($206,000 for the first year - $214,000 for the second year if it is approved).

The Problem

The goals pursued by our Society include the provision of opportunities for individuals to achieve economic stability and personal growth. Training and Education are regarded as means of achieving these goals.

Training is here defined as a conscious, purposeful effort to reduce the discrepancy between the range of skills and knowledges required to perform in a particular vocational or occupational field and the range of skills and knowledges already possessed by a potentially employable individual.

The mission of the Training Centre, in our view, is to provide the individual with that portion of skill and knowledge which he lacks in order to become a viable candidate for employment in a particular field.

On the one hand we must have information regarding the aptitude and present level of achievement of the individual while on the other hand we must have information regarding the requirements of the vocational and job fields. The effectiveness of the Training which is intended to fill this gap depends heavily upon the information available about the individual and the occupational requirements.

To optimize training, information on these two areas must be available, relevant, immediate, up-to-date , and interpretable. The training process itself must be highly flexible in order to cope with a changing, broad set of occupational fields as well as with a heterogeneous group of trainees.

The problem is essentially the need for relevant information to make appropriate decisions.

Project ARISTOTLE

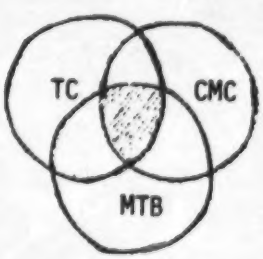
The project title - 'Automated Retrieval Information System to Track and Optimize the Training and Learning Environment' summarizes the aims and objectives of this project.

'Automated Retrieval Information System...' emphasizes the concept of an integrated network of computerized data systems to support the efficacious management of a Training Centre.

The development of innovative delivery systems for training has created the problem of trainee 'tracking' and one solution is to create an efficient information processing system.

The major thrust of the project is to 'optimize' 'training' and 'learning' through a computer-managed approach.

The goal of ARISTOTLE is to design, develop, implement and evaluate and disseminate a MODEL for a computer-manages system. The activities included in the system encompass: trainee diagnosis and counselling, course placement, training and learning, career mobility and job placement. The computer-managed network would integrate all available data and subsystems within the domain of overlapping activities carried on by the Canada Manpower Centres (CMC), the Manpower Training Branch (MTB) of the Ministry of Colleges and Universities and the Training Centres (TC).



Objectives

Given the resources (both human and technological) Project ARISTOTLE will do the following:

Design, develop, implement, evaluate and disseminate a MODEL for an integrated computer-based information data system to link: CMI, MTB and CAAT data requirements, test banks, resource materials, curriculum development, operational and student placement procedures with the functioning of a Training Centre. The project's output must meet the objectives of the users.

Locate, analyse, select and/or modify existing subsystems which will support the development of Project ARISTOTLE.

Collect, analyse and synthesize evaluative, historical and statistical data to support research and development aspects of Project ARISTOTLE.

4 March 1975
W.E.S.
A.E.J.

Basic Research Approach of Project ARISTOTLE

Three primary elements of a dynamic learning situation are the TIME assigned or taken to complete a learning task, the CONTENT or curriculum that is being considered and the INDIVIDUAL or learner who will interact with the content over time.

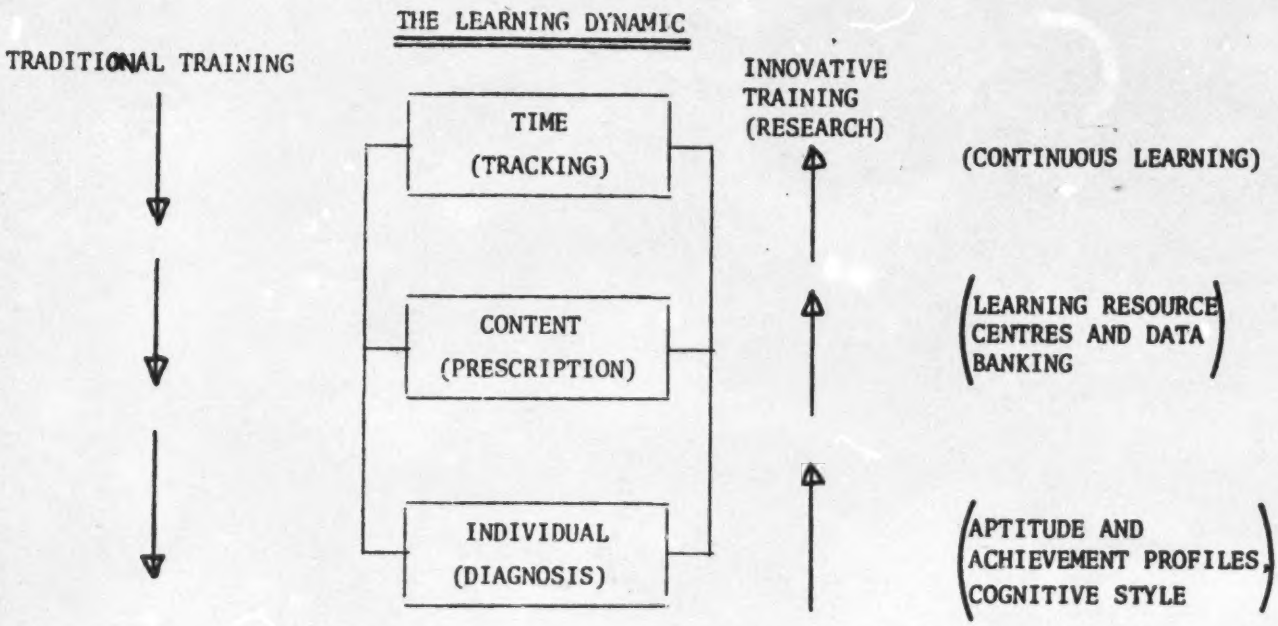
The Training environment which has evolved in the last 15 years assumes a fixed or given time (say, 52 weeks as stated by the CMCs - Canada Manpower Centres) and a reasonably fixed content or curriculum. The variable is the individual whose behaviour is to be changed to meet the fixed requirements of time and content.

In recent years attempts have been made to free up the time it takes an individual to complete a program but the standard or criterion of efficiency is still the fixed, given time. In other words we measure efficiency in terms of how many students can complete a program in less than the alotted time.

There have also been tremendous efforts to modify and improve the content or curriculum. The shift toward Individualized Instruction, however, has mainly been a shift in management or delivery systems to enable students to start a course at any time rather than allow students to deal with curriculum in a way which meets their own particular need or learning style.

The approach being suggested here is one of diagnosing the INDIVIDUAL before assigning either content or time. Some of this is already going on - learning systems never completely fit into neat little packages of activity. The tools required to carry out such an approach have not been readily available or if available - not very easy to implement. The suggestion now is that the COMPUTER and a number of new techniques based upon interdisciplinary approaches are available.

The following paradigm represents or illustrates this concept.



( ) BRACKETS INDICATE ELEMENTS OF PROJECT ARISTOTLE

LAMBTON COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SARNIA, ONTARIO.

SPEAKERS, INVITED GUESTS AND DELEGATES TO THE 6TH ANNUAL INTERNATIONAL INSTITUTE ON THE COMMUNITY COLLEGE HELD JUNE 9 TO 12, 1975.

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